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ABSTRACT

This handbook for teachers, counselors, and administrators presents exemplary practices in the use of job placement and follow-up services based on results of a survey of Florida school districts and community colleges. A description of survey methodology and the survey questionnaire, as well as a statewide profile of Florida exemplary practices based on survey results are presented in an initial section. Eight Florida school districts and community colleges (the Dade, Duval, Pinellas and Putnam county school districts, and the Florida Keys, Manatu, Santa Fe, and Valencia community colleges) are described to provide specific examples of how placement and follow-up information can be used effectively. The descriptions of exemplary practices are presented in nine topical areas, i.e., procedure for data collection and analysis, administrative decision making, employer linkage, job placement, counseling, recruitment of leavers, resource allocation, communication (feedback), and program impact (curriculum). From one to five specific examples of practice are given for each area. Recommendations for placement and follow-up drawn from the statewide survey results are listed also. The appendices list the school districts and community colleges responding to the exemplary practices questionnaire, and provide the statewide survey sample cover letters, sample student questionnaires, sample leave questionnaires, and a sample employer questionnaire. (WAS)

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HANDBOOK OF EXEMPLARY PRACTICES IN PLACEMENT AND FOLLOW-UP

Mantha Vlahos Mehallis

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HANDBOOK OF EXEMPLARY PRACTICES IN PLACEMENT AND FOLLOW-UP

Project Director: Mantha Vlahos Mehallis, Broward Community College

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INTRODUCTION

Florida's placement and follow-up procedures are an important component of the state's Management Information System. Chapter 230.67, Laws of Florida, amended June 1976, requires that "each district school board shall establish and maintain Job Placement and Follow-up services for all students graduating [from] or leaving the public school system, including area vocational/technical centers." Under the Department of Education, both community colleges and school districts are required to comply with Section 6A-6.71, State Board of Education Regulations, by providing placement services and follow-up studies on an ongoing basis according to guidelines prescribed by the state commissioner of education.

Although the Department of Education has provided clear guidelines for implementing the placement and follow-up process, few institutions have carried the process the additional step further to make the reporting system an integral part of the overall operating system; no one institution has developed a comprehensive plan for absorbing and using the data that result from placement and follow-up activities.

This handbook was developed under a project designed and funded by the Division of Vocational Education (DVE) to identify exemplary practices in the use of placement and follow-up information and, more specifically, ways in which this information can be used to improve vocational education programs throughout the state.

The project was conducted by the Office of Institutional Research at Broward Community College (BCC) between March 1980 and March 1981. After it was determined that a survey of the school districts and community colleges would provide the most meaningful results, the Exemplary Practices Questionnaire (see Appendix B) was developed by project personnel, in conjunction with the DVE, and field-tested at a statewide conference on vocational education.

The questionnaire consisted of 17 items, most of them open-ended, dealing with procedures, goals and objectives, and other components of the placement and follow-up process. In addition to determining the level of use of placement and follow-up information at each community college and school district, the questionnaire was designed to provide answers to the following questions:

- What is the current situation with regard to the use of placement and follow-up data on a statewide basis?
- Which institutions are actively using placement and follow-up data to bring about program improvement?
- What methods of using placement and follow-up information can be recommended to local education agencies?

The Exemplary Practices Questionnaire was mailed to each of the state's 28 community colleges and 67 school districts. Approximately three weeks after the initial mailing, follow-up letters were sent to all nonrespondents. Twenty-seven (96.4%) of the community colleges responded to the questionnaire, as did 41 (61.22%) of the school districts, for a combined response rate of 72%.

To identify which institutions were actively using placement and follow-up data for program improvement, certain items were carefully reviewed according to a rating scale (see Appendix B). For example, Item 7, concerning the specific goals and objectives of the institution's placement and follow-up system, was rated "very high" if the goals and objectives were clearly defined; if they were only partially defined or not stated at all, however, the item was rated "very low."

In order to machine-process the surveys, the responses were coded according to the scoring criteria established to identify exemplary practices. Each survey was then included in a Statistical Package for the Social Sciences (SPSS) computer analysis designed to produce frequency counts and cross-tabulations by institutional type (community college or school district). The findings presented in this report are compiled from the computer analysis in the form of percentages.

To collect additional evidence of exemplary practices, on-site visits were made to several institutions on the basis of the ratings their questionnaire responses received. The meetings provided an opportunity to further document placement and follow-up activities as well as a chance for the respondents to elaborate on their responses to the questionnaire.

This handbook is designed for use by teachers, counselors, and administrators, as well as those persons directly involved in collecting student placement and follow-up data. Several important considerations should be kept in mind by those who use the information presented here:

- Only outstanding examples of efforts beyond the fulfillment of state reporting requirements are included in this handbook as exemplary practices.

- Since the questionnaire response rate was less than 100 percent, exemplary practices other than the ones described in this handbook may well exist.

- All of the exemplary practices described in this handbook are applicable to both school districts and community colleges; that is, an exemplary practice of a school district could be applied at the college level, and vice versa. Not every exemplary practice may be appropriate in every situation, however.

It is hoped that this handbook will serve as a guide to using placement and follow-up information to improve the quality of education in school districts and community colleges throughout the state.

A STATEWIDE PROFILE

One of the primary reasons for conducting the Exemplary Practices Survey was to establish a statewide profile of placement and follow-up activities. To accomplish this, the questionnaire consisted of items regarding the use of placement and follow-up information, the extent to which the institution's goals and objectives for its placement and follow-up system have been achieved, and the ways in which the results of these activities are communicated. This section presents a narrative summary and tabular displays of the responses to the survey items that were evaluated according to the rating scale in Appendix B.

USE OF PLACEMENT AND FOLLOW-UP INFORMATION

The respondents were asked for a brief description of how placement and follow-up information is being used for the improvement of vocational/occupational programs. As might be expected, a wide range of responses was reported. A comparison showed that the responses of the two groups, community colleges and school districts, were very similar, with few exceptions.

The data reported in Table 1 indicate that over half (55.6%) of the community colleges have formal, clearly defined procedures for using placement and follow-up information, while approximately 46% (46.4%) of the school districts reported similar procedures. Almost 30% of both community colleges (29.6%) and school districts (29.3%) reported that their procedures for using placement and follow-up information are informal or unclear. Nearly 20% (19.4%) of the school districts were classified as having no procedure for using placement and follow-up data, as were approximately 11% (11.1%) of the community colleges. These data suggest that, in most cases, attempts have been made to implement procedures for using placement and follow-up information.

TABLE 1

How Is Placement and Follow-up Information Used?

RESPONSE	INSTITUTION Community College (N = 27) %	 School District (N = 41) %
No procedure	11.1	19.4
Informal/unclear procedure	29.6	29.3
Formal/clear procedure	55.6	46.4
No response	3.7	4.9
TOTAL	100.0	100.0

GOALS AND OBJECTIVES

The purpose of Item 7 was to determine the specific goals and objectives of the institution's placement and follow-up system. The responses to this question ranged from no goals or objectives to clearly defined ones. Once again, the distribution of responses was very similar for community colleges and school districts.

As Table 2 shows, clearly defined goals and objectives were reported for 37% of the community colleges and just over 34% (34.2%) of the school districts. However, more than half of both types of institutions had to be classified as having only partially defined or vague goals and objectives. It should be noted that many institutions provided documentation in support of their responses to this item, making it one of the most meaningful in terms of validation.

TABLE 2

What Are the Specific Goals and Objectives of the Placement and Follow-up System?

RESPONSE	INSTITUTION Community College (N = 27) %	 School District (N = 41) %
No goals and objectives	3.7	7.3
Vague/partially defined goals and objectives	51.9	51.2
Clearly defined goals and objectives	37.0	34.2
No response	7.4	7.3
TOTAL	100.0	100.0

ACHIEVEMENT OF GOALS AND OBJECTIVES

Item 8 attempted to measure the extent to which the institution's specific goals and objectives have been achieved. It is important to note that all of the respondents are included in these data, not only those who reported having defined goals or objectives. Therefore, the results should be considered in relation to the data reported in Table 2.

The findings in Table 3 suggest that significant accomplishments have occurred in both community colleges and school districts. In fact, over 66% (66.7%) of the community colleges reported either significant or moderate achievement of goals and objectives, while over 70% (70.8%) of the school districts reported similar accomplishments. Less than 15% (14.8%) of the community college respondents indicated that no goals or objectives have been achieved, in comparison to less than 10% (9.8%) of the school districts.

TABLE 3

Have the Goals and Objectives Been Achieved?

RESPONSE	INSTITUTION Community College (N = 27) %	 School District (N = 41) %
No achievement	14.8	9.8
Limited/moderate achievement	44.5	39.1
Significant/complete achievement	22.2	31.7
No response	18.5	19.4
TOTAL	100.0	100.0

ESTABLISHMENT OF STANDARDS

The purpose of Item 9 was to determine whether standards have been established that dictate action to be taken as a result of placement and follow-up data. The results in Table 4 indicate that in most cases they have not. In fact, less than 25% (24.4%) of the school districts and even fewer (18.5%) of the community colleges reported having any standards for action. Obviously, this is one aspect of the placement and follow-up process that has received little attention.

TABLE 4

Have Standards Been Established for Action Based on Placement and Follow-up Information?

RESPONSE	INSTITUTION Community College (N = 27) %	 School District (N = 41) %
Yes	18.5	24.4
No	81.5	75.6
TOTAL	100.00	100.00

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PROGRAM CHANGES

One of the primary concerns about placement and follow-up information is whether it is used to make program changes—adjustments, additions, or deletions. The data in Table 5 suggest that for both community colleges and school districts, changes have, in fact, occurred. Considering the relatively few institutions with established standards for action, the number of changes seems high. This may be attributed to the fact that many program managers make their own adjustments in programs in spite of the absence of an institutional policy.

TABLE 5

Have Any Programs Been Changed as a Result of Placement and Follow-up?

RESPONSE	INSTITUTION Community College (N = 27) %	School District (N = 41) %
Yes	48.1	46.3
No	51.9	53.7
TOTAL	100.0	100.0

COMMUNICATION OF PLACEMENT AND FOLLOW-UP RESULTS

Item 14 asked for a description of how the results of placement and follow-up information are communicated. In many cases, the respondents sent examples of their internal reports along with the completed survey. The data in Table 6 reveal that over 46% (46.3%) of the school districts produce formal reports. This is in contrast to only one-third (33.4%) of the community colleges. The majority (62.9%) of community colleges presented no evidence of formal communication but did report that the results of their efforts are communicated by newsletters, meetings, or other informal modes.

TABLE 6

How Are the Results of Placement and Follow-up Communicated?

RESPONSE	INSTITUTION Community College (N = 27) %	 School District (N = 41) %
No communication	3.7	0.0
Limited/informal communication	62.9	44.0
Formal communication	33.4	46.3
No response	0.0	9.7
TOTAL	100.0	100.0

COUNSELOR AND TEACHER USE OF PLACEMENT AND FOLLOW-UP INFORMATION

One important aspect of the survey was to determine how the results of placement and follow-up activities are being used by teachers and counselors. As Table 7 shows, the majority of the responding institutions indicated that only limited or moderate use has occurred. However, 22% of the school districts did report that significant counselor and teacher use of the information has taken place at their institutions. These data suggest that placement and follow-up information does reach the classroom level and the counselors.

TABLE 7

Are the Results of Placement and Follow-up Used by Counselors and Teachers?

RESPONSE	INSTITUTION Community College (N = 27) %	 School District (N = 41) %
No use	7.4	2.4
Limited/moderate use	59.2	51.2
Significant/complete use	11.1	22.0
No response	22.2	24.4
TOTAL	100.0	100.0

VOCATIONAL/OCCUPATIONAL ADVISORY COMMITTEES

Finally, the respondents were asked if vocational/occupational advisory committees were involved in the placement and follow-up process. Less than 26% (25.9%) of the community colleges reported involvement by these committees, whereas over 41% (41.5%) of the school districts reported such involvement (Table 8). Thus, school districts tend to use their vocational/occupational advisory committees in the process to a greater extent than community colleges.

TABLE 8

Are Advisory Committees Involved in Placement and Follow-up?

RESPONSE	INSTITUTION	
	Community College (N = 27) %	School District (N = 41) %
Yes	25.9	41.5
No	74.1	58.5
TOTAL	100.0	100.0

SUMMARY

The Exemplary Practices Survey provided an opportunity to assess the extent to which Florida school districts and community colleges are using placement and follow-up information. In many cases, the data reflect some positive attempts by institutions to benefit from these types of activities. However, the results also indicate that a wide range of activities exists throughout the state.

Approximately half of the responding institutions have clearly defined procedures for the use of placement and follow-up information (Table 1). However, just over one-third of the institutions reported having clearly defined goals and objectives for the system (Table 2). This would suggest that for the most part, institutions are using these data without a clearly defined purpose. Of the institutions that do have stated goals, a large percentage reported either moderate or significant accomplishments (Table 3).

The establishment of standards for program changes is clearly an area that has received little attention, as shown in Table 4. However, just under half of the institutions indicated that program changes have occurred as a result of placement and follow-up (Table 5). This number would seem to be unusually high in light of the lack of defined standards.

The survey revealed that only one-third of the community colleges formally communicate their placement and follow-up results internally, in contrast to 46 percent of the school districts. It is hoped that the examples included in this handbook will be helpful to institutions attempting to improve their internal report format.

Finally, the extent of involvement of counselors and teachers (Table 7) and of vocational/occupational advisory committees (Table 8) was reported by the respondents. According to these data, only limited or moderate use has occurred on the part of teachers and counselors in both types of institutions. However, advisory committee involvement appears to be much stronger in the school districts than in the community colleges.

In summary, the results of the Exemplary Practices Survey suggest that considerable effort has gone into the collection of placement and follow-up information, while only limited use of the data has occurred. It would seem that on a statewide basis, there is a need for additional clarification of the purpose of these activities. The section that follows, "Exemplary Practices: Great Ideas at Work," provides specific examples of how placement and follow-up information can be used effectively.

EXEMPLARY PRACTICES:
GREAT IDEAS AT WORK

This section describes exemplary practices, or "great ideas," some Florida school districts and community colleges are using. The exemplary practices are presented under nine topical areas, in the order shown below. From one to five specific examples are given for each topic, for persons wanting to incorporate or adapt these practices to increase the effective use of placement and follow-up information.

	SCHOOL DISTRICTS				COMMUNITY COLLEGES			
TOPIC	Dade	Duval	Pinellas	Putnam	Florida Keys	Manatee	Santa Fe	Valencia
Procedures for Data Collection and Analysis		X		X	X	X	X	X
Administrative Decision Making (Management Information)								X
Employer Linkage			X				X	
Job Placement	X	X						
Counseling		X	X	X	X			
Recruitment of Leavers		X						
Resource Allocation				X				
Communication (Feedback)	X	X	X		X		X	
Program Impact (Curriculum)	X		X	X	X	X	X	X

PROCEDURES FOR DATA COLLECTION AND ANALYSIS

The area of placement and follow-up that has apparently received the most attention throughout the state is data collection and analysis. Most of the institutions considered exemplary demonstrated well-defined procedures. The examples in this section should prove particularly useful to institutions that are in the early stage of formalizing such procedures.

Example 1: Manatee Junior College

The purpose of the placement and follow-up system at Manatee Junior College (MJC) is to collect data on the effectiveness and efficiency of programs that can be used by management to improve institutional functioning. To accomplish this purpose, the following goals and objectives have been established.

Goals

1. Improve institutional functioning and decision making with the use of student-outcome data.

2. Evaluate at least half of all the occupational programs that are operational.

3. Evaluate all Associate in Arts (A.A.) degree programs at the University of South Florida (USF) for which the previously designed statistical procedure is applicable.

4. Develop a data base on the efficiency and effectiveness of the programs evaluated, as required by the Division of Community Colleges (DCC).

5. Assist personnel in the instructional support areas (administration, student affairs, business affairs, and library services) in ascertaining that their procedures complement the objectives of the instructional programs.

Specific Objectives

1. Review the program objectives to ensure that they encompass desired knowledge, attitudes, and skills to be developed in students. Copies of the objectives are to be sent to the dean of instruction upon completion of the review by each program manager.

2. Establish a liaison with the USF department chairpersons who have counterparts on the MJC campus.

3. Arrange for meetings between MJC program managers and their USF counterparts for the purpose of discussing and evaluating the efficiency and effectiveness of MJC programs.

4. Design, develop, and implement surveys for the purpose of collecting placement and evaluative data from graduates and leavers to be used for (1) institutional functioning and decision making and (2) completing required state placement and follow-up reports.

5. Provide the deans and directors of the institutional support areas with copies of the program objectives, so that they can ascertain that their procedures are based on these objectives.

6. Assist the program managers of occupational programs in developing an evaluative instrument and procedures to be used with employers of MJC graduates for the purpose of determining the effectiveness and efficiency of MJC occupational programs.

7. Assist each program manager with the evaluation of his/her program, stressing effectiveness and efficiency, to determine any adjustments to be made in the performance objectives expected of graduates or in the way the program is delivered and supported by the institution.

8. Complete the required placement and follow-up report for the Florida Department of Education (DOE), which contains the following:

    a. the number of students who have entered the program

    b. the number of students who have completed or withdrawn from the program

    c. the number of completers who have been placed

    d. the number of completers who have continued their education in the field

    e. the number of completers whose performance on the job has been evaluated in terms of the performance outcomes established for the program

f. the adjustments, if any, that have been made in the performance outcomes expected of program completers

g. the adjustments, if any, that have been made in the program and in the way it is delivered and supported in the institution

h. the extent to which the program has defined performance outcomes, appropriate student performance assessment procedures for use prior to graduation, appropriate procedures for assessing the performance of students on the job, and instructional and support procedures that are based on the performance outcomes.

9. Work with USF to obtain assistance in employing the computer program devised in 1976-77 by the College of Business for the purpose of comparing programs in other USF colleges with MJC's.

10. Arrange for the use of data concerning program enrollment and placement that are collected on a recurring basis at MJC.

11. Arrange for the use of State University System data concerning student educational placement.

12. Arrange for the use of DCC feedback data concerning job placement.

13. Design a new instrument for collecting information on student goals at the time a student enters MJC.

Plan of Action

The following plan of action is followed by the counselor assigned the placement and follow-up responsibility.

September

1. Meet with all MJC program managers
   a. Review program objectives.
   b. Provide copies of DCC form AA-1 (Enrollment Report).
   c. Discuss the Graduate Survey and the Leaver Survey.
   d. Meet with individual program managers as needed.

2. Meet with computer center personnel to discuss the data needed for the placement and follow-up reports.

3. Meet with USF personnel and establish a liaison for the purpose of gaining their cooperation.

October

1. Meet with all MJC program managers and present the draft of the new Graduate Survey.

2. Arrange for meetings between MJC program managers and their USF counterparts.

3. Obtain price quotations on the printing of surveys.

4. Meet with instructional support personnel and present the program objectives.

5. Buy stamps, stationery, and other supplies needed.

6. Meet with individual program managers as needed.

November

1. Meet with all MJC program managers and present the final draft of the Graduate Survey and the first draft of the Leaver Survey.

2. Continue liaison with USF.

3. Meet individually with program managers to discuss how they will evaluate their respective programs.

4. Have the Graduate Survey printed and envelopes prepared.

5. Meet a second time with all program managers and present the final draft of the Leaver Survey.

6. Meet with occupational program managers to design the Employer Follow-up Questionnaire.

December

1. Meet with MJC admissions and records personnel to discuss the design of the new Admission Form, to include student goal data.

2. Mail the Graduate Survey and conduct telephone follow-up.

3. Have the Leaver Survey printed and envelopes prepared.

4. Meet with instructional support personnel and obtain a draft of their procedures.

January

1. Mail out the Leaver Survey and conduct telephone follow-up.

2. Prepare the Graduate Survey for computer assimilation and submit DCC feedback data for computer processing.

3. Meet with USF personnel to determine which programs they will analyze.

4. Present the draft of the new Admission Form, including student goal questions, for consideration of admissions and records personnel.

5. Meet with MJC computer center personnel and obtain the statistical analysis of the survey and other data.

6. Meet with all program managers and present the procedures of the instructional support personnel for inclusion in the evaluation of programs.

February

1. Meet with admissions and records personnel and discuss the final draft of the Admission Form.

2. Meet with USF personnel and obtain the results of their computer analysis.

3. Meet with A.A. degree program managers and present the computer analysis.

4. Prepare the Leaver Survey for computer processing.

March

1. Meet with computer center personnel and obtain the analysis of the Leaver Survey.

2. Meet with program managers and present the computer printout of the Leaver Survey.

3. Prepare an analysis of all data available on graduates and leavers and make it available to all program managers for inclusion in their evaluation of programs.

4. Implement the new Admission Form.

April

Refine the data and produce a report for presentation to department chairpersons.

June

Prepare DCC forms AA-2, AA-3, AA-4,AA-5 (follow-up reports), due in Tallahassee.

Feedback

In addition to the DCC's required state reports on placement and follow-up, a narrative and statistical summary (charts) that depict the status of all operational programs at MJC are prepared. Comparisons are made with other institutions and with the previous year's data where applicable.

MJC's placement and follow-up system is designed to attain the most effective and efficient use possible of the college's resources. The system has resulted in changes in program content and in the scheduling of classes. For example, the certificate programs in Probation and Parole, Corrections, Law Enforcement, and Security (Private and Industrial) were formally deleted from the college offerings because of lack of enrollment and the fact that the A.S. degree was available in each case. Similarly, an additional clinical component was added to the Nursing program as a result of former student and employer feedback.

Example 2: Putnam County Schools

Each year, all students in Putnam County who have graduated or dropped out during the year are surveyed by the school board. The county's Occupational Specialist Office adds questions to the official form issued by the Florida DOE, to provide for more comprehensive data gathering. The additional questions are designed to measure the students' perceptions and attitudes toward their high school experiences.

To increase the relevancy of the findings of the Follow-up Study, a committee is appointed in each high school to analyze the school's data and to make recommendations for curriculum change. The committee is composed of representatives from the administrative, guidance, occupational specialist, academic, and vocational areas. Results of the Follow-up Study are prepared in report form, with separate data breakouts and recommendations for each group. In addition, statistical data are given for each of the two previous years so that comparisons may be made. Any student comments on the questionnaires are typed exactly as written, in order to eliminate the possibility of changing the intent of the respondent's statements.

Follow-up studies, as used in reporting by Putnam County Schools, are defined as a systematic examination of the performance of former students in relation to the goals and objectives of the educational programs through which the students were prepared. The major purposes of follow-up studies are:

- To determine the effectiveness of instructional programs in meeting their stated goals and objectives; i.e., is attainment of the instructional goals and objectives demonstrated by the performance of former students?

- To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled; i.e., were former students required to learn skills or knowledge not needed? Are former students required to engage in on-the-job activities that were not included in the educational program?

Example 3: Valencia Community College

Valencia Community College (VCC) has established the following procedures for its placement and follow-up process.

Timing

The first follow-up of graduates should be conducted from four to twelve months after graduation. Ample time should be allowed so that graduates will have had time to obtain a job or transfer to a four-year institution. However, addresses become outdated if the interval is too long.

Survey response rates increase when the mailing time corresponds to the Thanksgiving or Christmas holidays, especially for A.A. graduates. At those times of the year, many graduates visit their parents' home, which is often the address in school records.

Materials Needed

Survey Form. Have enough copies of the Graduate Survey Form printed for two mailings. The form should be printed on colored paper in a booklet format so that supplemental item sheets can be inserted easily.

Supplemental Item Sheets. Six weeks before the date of the first mailing, request the director of each program to prepare supplemental items. The supplemental items should not exceed two pages—both sides of one sheet. Have enough copies printed for two mailings. The supplemental items are not tabulated by the Research Office but are forwarded to the program director/department chairperson for analysis.

Cover Letter. Cover letters are essential in the survey. The cover letter should stress the value of the graduate's evaluation and the confidentiality of the response. The letter should be printed on college letterhead stationery and signed by the president or the vice-president for institutional services. For the second mailing, the cover letter should be marked "second request" and a note added telling graduates to disregard it if they have already returned the first survey form.

Graduate Listing. Request from data processing an alphabetical listing of the desired population of graduates by major program. The listing should provide the following demographic data: ethnic category, sex, Social Security number, name, address, and telephone number. (The number of graduates listed will indicate the number of survey forms to be ordered.)

Address Labels. Request data processing to produce four sets of labels for each graduate. The labels should contain the following information: Social Security number, ethnic code, sex code, major code, name, and address. Space for an address label is provided in the upper-left corner of the front page of the survey form. One set of labels should be appended to the survey form and the second set appended to the mailing envelope. The third and fourth sets of labels are used in the second mailing.

Envelopes. Order enough mailing envelopes and stamped, self-addressed return envelopes.

Mailing Guidelines

Assemble all the materials listed in the previous sections before starting the following procedures. (These procedures apply to both mailings.)

1. Review the address labels; remove any labels with invalid or foreign addresses.

2. Append a label from the first set of labels to a mailing envelope.

3. Append the corresponding label from the second set of labels to the survey form in the space provided.

4. Insert the supplemental item sheet. The major code on the address label will identify the supplemental items to include.

5. Fold the survey form, the cover letter, and the stamped, self-addressed return envelope, and place them in the mailing envelope.

6. Check with the mailroom supervisor for required or preferred mailing procedures.

7. Record the date and the number of envelopes mailed.

Postage

First-class mail is more personalized than third-class, or bulk, mail and usually results in a higher response rate. Bulk rates are much less expensive, but they do require a minimum number of pieces. Also, the Postal Service will forward first-class mail, and no minimum number of pieces is required. Check with the mailroom for current mailing rates and requirements.

Survey Return

Use the graduate list as a tracking sheet for recording the status of the survey responses. As the surveys are returned, one person should record the information. Surveys that are returned by the Postal Service because of incorrect addresses should be noted on the printout, and the corresponding labels should be removed from the third and fourth sets of labels. A search should be made to obtain current addresses, using the telephone book, the students' graduation forms, etc.

When a completed survey form is returned, a check mark should be made by the name on the graduate list, and the corresponding labels should be removed from the third and fourth sets of labels. If a name or address correction is made, the change should be noted on the printout as well as in the student's records.

Second Mailing

Allow a minimum of two weeks between the first and second mailings. The labels remaining on the third and fourth sets of labels constitute the second mailing. A note on the cover letter and survey form should indicate that it is a second request and that graduates who responded to the first form should disregard it.

Telephone Follow-up

Approximately two weeks after the second mailing, a telephone follow-up should be conducted. The graduate list should be used as a tracking sheet to identify the nonrespondents. Since some graduates cannot be reached during the day, schedule one evening to make calls. The caller should explain the purpose of the survey and the importance of each graduate's participation. Graduates who indicate that they did not receive the previous mailings or misplaced them should receive another form. Verify the address with the graduate to be sure it is correct.

Processing Supplemental Item Sheets

The Research Office does not tabulate or analyze the supplemental item sheets. Group the supplemental item sheets for each program, and submit them to the appropriate department chairperson, who will forward them to the program director. There should be no identification of the respondents on the sheets.

Completed Graduate Surveys

The completed surveys must be prepared for keypunching. Space has been provided on the survey form for keypunching codes and column numbers. For each item on the survey, enter the numeric value of the response in the designated space. Only one numeric value can be entered for each item. Enter "zero" for any item that was not answered and for any item that has more than one choice indicated.

The write-in items on the survey form must be coded so that the responses can be tabulated. The most important write-in items are: type of work, name of transfer institution, and major at the transfer institution. The Standard Occupational Classification must be used to code the type of work in order to comply with state reporting requirements.

Keypunching

After the coding is completed, the data can be keypunched onto data cards. Keypunching codes and column numbers are designated on the questionnaire. Card columns 1 through 15, which are not designated on the survey form, are used for the student's Social Security number, race, sex, and VCC major code, printed in that order on the address label.

Computer Processing

After the data cards have been keypunched, use the computer program to process and analyze the response data for each educational program. The computer programmer will need to know if any variables are to be cross-matched. The Follow-up Committee and program director should participate in the selection of the variables to be cross-matched.

Retention of Survey Forms

All completed survey forms should be retained for audit purposes. The confidentiality of the completed surveys must be observed.

Nonreturning Student Follow-up Survey

The Nonreturning Student Follow-up program consists of a survey of students who have withdrawn from all degree programs. The principal purpose of the survey is to determine why students left before completing their programs of study. Other purposes of the survey are basically the same as those of the Graduate Follow-up Survey. The state's definition of a nonreturning student must be observed in selecting the population for the survey.

The Nonreturning Student Survey was developed in conjunction with the Graduate Follow-up Survey form. The two-page form, which consists mostly of multiple-response items, requests data needed to complete state reports. The survey form should be reviewed before it is administered, to determine if the data it requests are adequate for current state requirements. The procedures for conducting the Nonreturning Student Follow-up Survey are basically the same as those for the Graduate Follow-up Survey.

ADMINISTRATIVE DECISION MAKING (MANAGEMENT INFORMATION)

The following example illustrates how placement and follow-up information can be integrated into the administrative decision-making process to enhance the program-evaluation process. The model described should be useful to institutions planning to incorporate placement and follow-up information into their existing management information system.

Example: Valencia Community College

Valencia Community College (VCC) has developed an extensive placement and follow-up system, which has been integrated into the college's academic planning process. The process relates to program and/or course development, including the addition, modification, and deletion of courses or programs.

In addition to meeting state and federal reporting requirements and standards for accreditation, the goals of the placement and follow-up system at VCC are:

- management information
- curriculum improvement
- instructional efficiency

To meet these goals, a formalized system of feedback to faculty and program administrators has been developed to channel the results of the surveys back into the curriculum process. The formalized feedback system is used as part of the Career Program Viability Model.

The College-Wide Curriculum Committee Handbook includes the administrative procedures and components necessary for curriculum proposals. The purpose is to make certain that recommendations for courses or programs have been developed with full attention to the effect they may have on other components of the institution and to ensure that faculty in the areas directly affected have been consulted. All new procedures and proposed components for courses and programs must meet the educational goals of VCC. Therefore, all proposals must include a statement of the expected student competencies.

Besides integration into academic planning of curricula, the placement and follow-up process is used as part of the Career Program Viability Model. The following four factors that assist in defining the viability of a career program have been identified.

1. Program revenue must be greater than, or equal to, direct instructional cost.

2. Program revenue must be greater than, or equal to, 80 percent of total program cost.

3. Program placement rates must be greater than, or equal to, 50 percent.

4. Graduate-to-major ratio must be greater than 5 percent.

Several steps are used in applying the viability factors. They are as follows:

1. The viability study is conducted annually by the Career Program Development Committee.

2. The Career Program Development Committee identifies programs as:
    a. marginal—fails to meet one of the four criteria
    b. risky—fails to meet two of the four criteria
    c. very risky—fails to meet three or more criteria.

3. Programs identified as very risky are reviewed for continuation:
    a. additional information is reviewed as needed
    b. recommendation for revision or discontinuance is made to the president.

4. Programs identified as marginal or risky are reviewed for revision.

Steps three and four are conducted by a special task force appointed by the vice-president for campus affairs. A separate task force is appointed for each career program under study. Each task force consists of the program director, the immediate administrator of the program (department chairperson or cluster manager), a member of the advanced and professional faculty, a member of the faculty from another career program, and a campus administrator from another campus. The task force has the authority to invite a representative from the advisory program or from the student majors to serve on the task force. The vice-president for institutional services provides staff support for the work of the task force. Staff support involves providing additional data as needed, calling the group together for the initial meeting and planning, and providing a means of assuring that all the task forces are receiving support in moving toward the goal of program review. Recommendations for program revision and suggested changes to improve programs are made to the vice-president for campus affairs.

The Placement and Follow-up Report is prepared by the Institutional Services Office annually to provide faculty and administrators with timely and useful information concerning the performance of the college's students, programs, and services. The report begins with a "key findings" section, which includes a summary of demographics and the current status of the Associate in Science (A.S.) graduates from the previous academic year. This section is followed by the placement records of the A.S. programs, with special mention of the programs with the highest placement rates and those with the lowest.

Next, salaries paid to VCC graduates are listed, showing the responses from the graduates and those from the Division of Community Colleges' (DCC's) feedback system. Individual program sheets (DCC form AA-2A) include placement data that indicate, by sex and ethnic category, if graduates were placed in related or unrelated fields; are continuing their education; are unemployed and seeking a job; are not in the labor force; or if their status is unknown. These tables provide direct feedback to program managers regarding their program's graduates.

EMPLOYER LINKAGE

Employers play an important role in the assessment of program outcomes by way of the placement and follow-up process. Through contacts with employers, an institution may determine the effectiveness of the education received by former students. The following example illustrates how employer linkage can be integrated into the placement and follow-up process.

Example: Santa Fe Community College

Each year, Santa Fe Community College (SFCC) conducts a systematic examination of the performance of former students who are working in the area for which they received training. The purpose of this examination is to measure the outcomes of the instruction former students received while attending SFCC. This is accomplished by assessing the performance of graduates three to six months after they leave the college.

The Graduate Follow-up Study is a management tool that indicates the weaknesses and strengths of each program offered by the college. This information is presented to program managers, who in turn use the data to determine if changes or modifications are needed to successfully prepare students for continuing their education or for employment.

The data are also used to respond to information requests from the federal Vocational Education Data System (VEDS) and the Florida Division of Community Colleges (DCC). The information requested by these agencies can be classified into two specific types: (1) placement information, which attempts to locate and determine the present activities of all previous academic year graduates of the college; and (2) follow-up data, which present the opinions of graduates concerning the educational foundations they received at SFCC and employer evaluations of the graduates' on-the-job performance. The data for each program are divided into these two categories.

The population for the Graduate Follow-up Study consists of all students who completed a program of study during the previous academic year: all graduates of Associate in Arts (A.A.) and Associate in Science (A.S.) degree programs (identified by a search of computer records and the Records and Admissions Final Graduate List) and completers of credit and noncredit certificate programs (identified by program directors).

Two instruments are used in collecting the data: the Student Questionnaire and the Employer Interview Questionnaire. The questionnaires are designed to gather data required by state and federal agencies and to supply information desired by the college for program evaluations. The basic format and structure of these instruments were determined by the nature of data requests received from the federal VEDS.

Another major source of information is the Community College Feedback System. This system is an arrangement whereby state community colleges supply the DCC with a computer tape that lists each graduate's Social Security number, race, sex, and major area of study. The division in turn is able to match this list to State University System records to identify the graduates who transferred to other colleges within the system. This list is also matched to the Department of Commerce files to identify those individuals employed in Florida and indicate their general field of employment.

The placement portion of each program review lists, by race and sex, the graduates reported for the previous year and denotes the activities in which they are currently engaged. This section specifically indicates if each former student is:

1. employed in a related field
2. in the military in a related field
3. employed in a nonrelated field
4. in the military in a nonrelated field
5. continuing his/her education
6. unemployed and seeking employment
7. not in the labor force by choice
8. not located

The data for this portion of each program review are collected from the Student Questionnaire and the Community College Feedback System.

The Student Questionnaire includes both placement and follow-up data. It is designed to collect information on A.A. and A.S. degree graduates and credit and noncredit certificate program completers. Section A of the Student Questionnaire is addressed to graduates who are continuing their education. It includes questions on the university being attended, the grade point average, and whether the educational background received at SFCC adequately prepared the student for continuing his or her education. Section B requests employment information.

Graduates are asked to specify their current employment status; if they are employed in the field for which they were trained, they are also asked the name and address of their employer, the name of their immediate supervisor, their job title and duties, whether the job is related to their educational training, and the salary and the number of hours worked. In addition, they are asked if their training at SFCC provided them with an adequate foundation for further employment. Students answering "no" are asked to expand on the answer. All student comments are copied as written and distributed to program directors. A copy of these comments may be obtained from the Office of Planning and Management Information Services.

Placement studies are conducted on all programs carried on the College Program Inventory, with the exception of those programs having no enrollment or graduates. Follow-up studies are scheduled for all programs for which graduates have been recorded.

The data for the follow-up portion of each program review are compiled from the Employer Interview Questionnaire and opinions on the Student Questionnaire. The names and addresses of employers are obtained from the questionnaire returned by the graduates. The Community College Feedback System provides the Standard Industrial Code (SIC), which is a broad employment classification but does not identify specific employers. The Employer Interview Questionnaire is used as a guide for interviewing employers of graduates working in the community. The same questionnaire is mailed to employers of graduates working out of town.

The Employer Interview Questionnaire elicits the employer's perceptions of the training former students received at SFCC. Employers are asked to rate the vocational training received by the employee in terms of technical knowledge, work attitude, and work quality. Employers are asked for an overall rating of the vocational training as it relates to the requirements of the employee's job. In the area of performance, an attempt is made to determine if there were any specific deficiencies in the training as well as outstanding aspects. Employers are often asked to elaborate on their answers in order to clarify which parts of the training were outstanding or deficient. This method, which allows employers a great deal of latitude, has proven beneficial in obtaining data specific to each program. Employers are also asked to compare the preparation of SFCC graduates to that of untrained employees and employees who received their training elsewhere.

As the results of the 1979-80 Graduate Follow-up Study show, SFCC is held in high esteem by employers. The personal contact with employers serves not only to gather information but also to nurture the belief that SFCC is truly concerned with each student's future and with the college's broader role of successfully meeting the needs of the area.

In response to the question "What is your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?" for example, 79% of the employers indicated that the training was good. Students' opinions supported the employers' evaluations, with 91% of those responding indicating that the educational foundation they received at the college was adequate.

JOB PLACEMENT

When used effectively, placement and follow-up data can provide valuable information to persons involved with job placement and career services. Data collected from employers may be used to determine job markets, employer expectations, and other information useful to former students in search of occupational opportunities. The following example illustrates one school district's approach to the area of job placement.

Example: Duval County Schools

The placement program in Duval County is school-based, with service being provided by the cooperative efforts of teachers, counselors, occupational specialists, cooperative education teachers/coordinators, school administrators, and district staff. Each junior and senior high school has a designated placement team, consisting of a guidance counselor and an occupational specialist, responsible for coordinating individual school programs.

Follow-up studies, which are coordinated at the district level, focus on all students who leave high school. Students who leave before graduating receive an exit interview to determine their reasons for dropping out. After a reasonable effort has been made to keep the student in school, placement assistance is offered. All graduates and dropouts are surveyed within their first year of leaving school. The follow-up survey focuses on approximately 6,400 graduates and 2,500 dropouts. Follow-up studies also include surveys of employers to determine the success of former students in their jobs.

A primary purpose of education is to prepare students to lead productive and rewarding lives. If this purpose is to be accomplished, then the responsibility of the educational system does not end when students graduate or otherwise terminate their education. Rather, it extends to assisting students in taking their next career step. Placement services enable students and former students to receive assistance in obtaining employment and to obtain information about further education.

The effectiveness of education is indicated by the successes or failures of former students in their later endeavors. Follow-up studies can provide information that contributes to the increased effectiveness of educational programs and the improvement of educational services.

Placement activities and follow-up activities, although mutually supportive, are inherently different. Placement activities serve students directly; follow-up activities, by supplying management information, serve students indirectly. Therefore, the objectives for Duval County's placement services are listed separately from the objectives for follow-up studies in the following list.

A. Placement Service Objectives

1. To assist students who desire employment upon graduation in obtaining jobs commensurate with their interests, aptitudes, and abilities
2. To assist students who desire further education upon graduation in entering postsecondary educational institutions commensurate with their interests, aptitudes, and abilities
3. To assist students who terminate their education prior to graduation in entering employment or alternative educational programs
4. To assist former students who desire employment (up to one year after graduation or leaving school)
5. To assist former students who desire to further their education (up to one year after graduation or leaving school)
6. To provide assistance in obtaining part-time employment for those students who need financial assistance to remain in school
7. To provide education and employment placement information that will assist students in making career decisions
8. To provide preparation activities that will assist students who leave school in obtaining and retaining employment

B. Follow-up Studies Objectives

1. To procure information for evaluating the services provided through the placement program
2. To compile descriptive information on former students for use in placing students

3. To procure information indicating the effectiveness of student preparation for employment

4. To procure information indicating the effectiveness of student preparation for postsecondary education

5. To determine the relationship between student placement areas and students' educational preparation

6. To procure information indicating the factors contributing to students' terminating schooling before graduation

7. To procure information for assisting students with special placement needs

8. To compile information that will contribute to cost-benefit analyses of educational programs

9. To make written recommendations to the district school board concerning areas of curriculum deficiency that have an adverse effect on the employability of job candidates

School-based placement services are available for students in grades 8 through 12 who leave school upon graduation or before graduation. Through the placement program, students can receive:

- information about careers and job-market trends

- the services of the Florida State Employment Service Job Bank (Each senior high school receives Job Bank information daily.)

- assistance in how to fill out applications, write letters of inquiry and resumes, and prepare for job interviews

- information about further education and training programs

- additional job-related information (through career centers using interest surveys to aid in establishing a student's area of interest)

The placement programs in Duval County's senior high schools have been established in accordance with state requirements. The placement programs use existing school personnel, who are assigned duties required to ensure school and district compliance with the law. Each school is provided with the Student Placement Follow-up Program: School-Based Services Handbook, which was developed by a committee of school personnel to establish standard procedures for providing placement services. Although the procedures for providing services and for reporting are standardized, programs vary from school to school, depending on student and community needs.

COUNSELING

Placement and follow-up studies can provide a wealth of information for counseling purposes. The data from such studies can be used to develop students' awareness of potential job fields and salaries and to enhance career guidance by referencing the curriculum alternatives that will best prepare students with necessary job skills. When the results of placement and follow-up studies are cycled back to counselors, they can remain current on community needs and can use the information to counsel future students. The following example shows how a personalized format for gathering information and strong interaction between the counseling staff and the faculty can benefit both current students and the faculty.

Example: Florida Keys Community College

Florida Keys Community College (FKCC) has developed a placement and follow-up system that focuses on personalized contacts between former students and their counselors. Because of the size of the college (3,207 degree-seeking students), the Follow-up Survey is one of the only formal attempts at gathering data for planning. It provides faculty with comments from their students and administrators with placement data.

The counselor charged with the responsibility of placement and follow-up meets with the program managers (the dean of academic instruction and the dean of occupational instruction) to select the programs that will be followed-up. The primary criterion for selection is the number of graduates for the previous year. All Associate in Arts graduates are counted as comprising one program, while four occupational programs are selected. A general questionnaire is sent to all graduates, with supplementary forms for the occupational programs. The findings are directly tied to the specific goals of each program reviewed.

The size of FKCC's graduating class allows the dean of student services to personally sign each cover letter. In addition, the dean generally knows all of the graduates and adds a personal note to each former student at the bottom of the cover letter. This personalized touch has resulted in about a 66% response rate. Similarly, the deans discuss the results personally with the individual faculty members, in order to accurately interpret the data and to determine their impact on the existing program structure.

Results are distributed to the Board of Trustees, all administrators, and faculty. The board is given the report in advance of a board meeting at which a formal presentation is made by the dean of student services. Every faculty member and counselor receives a copy of the final report results at a faculty meeting and is asked if any of the data are desired in any more detail or in different configurations.

The Placement and Follow-up Information Report refers to placement, or "where our graduates are now," and follow-up, or "how well our graduates are performing in academic or job situations based upon their educational training." Overall background data are provided, with graduate statistics displayed in tables by sex, program major, and year of graduation. Placement status by program major is listed, along with the graduates' evaluations of educational services provided by the institution. Comments made by graduates are also included. This section is followed by employers' evaluations of graduates and additional comments in their own words.

RECRUITMENT OF LEAVERS

An enormous amount of attention has been focused recently on the ability of program leavers to succeed in the job market without the benefit of a formal degree or certificate. In fact, many institutions include leaver follow-up studies as an important component of their program review process. The following example demonstrates another aspect of leaver follow-up: a creative effort on the part of a school district to persuade leavers to return to school to complete requirements.

Example: Duval County Schools

Duval County, like many urban areas, has a high-school dropout problem—too many students are leaving school with too few job skills. They leave school for many reasons, one of them being lack of success in academic subjects. To try to remedy this situation, several vocational educators and other interested persons had the idea of recovering some of the lost talent that was left dormant in Jacksonville. The goal was to get 16- to 18-year-old high-school dropouts into a full-day vocational training program in Duval County, where each student would learn a trade, receive a certificate, and enter a chosen career field as quickly as possible.

This idea became a reality on August 1, 1980. A great deal of coordination had to take place among administrators, staff, and teachers of both the secondary and vocational schools. Fortunately for the people of Duval County, the efforts were successful.

The dynamics of the program are continually changing, as students enter, withdraw, and change their career goals. This situation makes getting an accurate count of the persons in the full-day program difficult. However, through constant contact with the schools, the count is being maintained as accurately as possible.

The names of approximately 350 recent school dropouts who had expressed an interest in vocational education were obtained from the county Placement and Follow-up Office, and another 50 from counselors, occupational specialists, parents, and the dropouts themselves. Of these 400, more than 180 were assigned to classes for full-day training at the following schools: Westside Skills Center, A. Phillip Randolph Northside Skills Center, John E. Ford Career Education Center, Nathan Bedford Forrest Senior High School, and Duncan Fletcher Junior High School.

Students who were not interested in this particular program were given information and guidance about other institutions and programs. For instance, approximately 150 dropouts received help concerning high school completion programs, GED testing, vocational training programs at local junior colleges, and evening classes with Community Education, and at least 30 students who had dropped out the previous spring returned to Duval County junior and senior high schools. Many of the dropouts were not aware of their options until this program was started.

Administrators and their staffs were visited and acquainted with the program and its specific goals. Among the various agencies in Jacksonville that were contacted for linkage purposes were the A. Phillip Randolph Youth Fund for Youth Employment, Florida Junior College, Community Education, CETA, the Jacksonville Youth Employment Program, and the Pine Castle Center. Support was solicited through memoranda, telephone calls, and personal contacts with junior, senior, and vocational high school administrators, counselors, occupational specialists, and vocational instructors.

Once students are placed in the program, their progress is observed by the instructor, the counselor, and the recruiter, who work with students and parents to make the learning experience as beneficial as possible. After completing the training, students are given assistance in locating a job.

Even though only about half of the "returnees" were still enrolled in the full-day trade program four months after it began, the undertaking is proving successful because of the cooperation of the school system, agencies, parents, and students. Some students left because they wanted jobs, while others were still burdened by the reasons for which they originally left high school. However, most of the skill centers are full, and there is a waiting list of approximately 50 former dropouts.

RESOURCE ALLOCATION

Placement and follow-up results can often be used to justify resource allocation for the purpose of assisting students in the pursuit of their objectives. The following example clearly illustrates how one school district bases its career program, in part, on the information provided by this process.

Example: Putnam County Schools

The previous year's data from the countywide follow-up study of school leavers are broken out for each high school in the county to provide the schools with more relevant information. An appointed committee at each high school, composed of the principal, the guidance counselor, and vocational and academic teachers, reviews the school's data and recommends needed curriculum changes. The committee is also charged with the responsibility of evaluating progress throughout the year in implementing the recommendations.

The committee's recommendations are given much weight in decisions regarding curriculum changes, and its monitoring of the implementation of the recommendations provides a management tool for administrators and supervisors. For the past several years, at least 80 percent of the students have stressed the need for more information on jobs and careers. In addition, individual vocational teachers and the follow-up committees have pointed out the urgent necessity of using guidance tools such as interest inventories, aptitude tests, etc., before counseling students into either vocational or academic programs. As a result of the needs assessment based on the follow-up study, the following changes have been implemented.

1. Palatka High School was chosen as a pilot site for a Computerized Heuristic Occupational Information and Career Education System (CHOICES) Center at the comprehensive high school level. Students from the outlying high schools (Interlachen High School and Crescent City High School) are transported to Palatka's resource center by the county biweekly. An occupational specialist is assigned direct supervisory responsibilities for these students while they are at the center.

2. An agreement with the Florida State Employment Service for the use of the General Aptitude Test Battery (GATB) materials was approved. A training session in the use of the materials was set up with the cooperation of the Employment Service for all middle- and high-school counselors, and plans have been made to provide training for new counselors as they come into the

system. Adequate GATB materials were purchased for each high-school Guidance Department, and a set of the materials to be used on a limited basis at all middle schools was purchased for the county Occupational Specialist Office.

3. Strong-Campbell Interest Inventory forms were purchased for each high school. An occupational specialist is assigned the responsibility of expediting the scoring of the tests and returning the profile sheets to high-school counselors for use in guidance activities. District funds are allocated for this cost on a perpetual basis.

4. Introducing Career Concepts inventories were purchased for use at the middle-school level.

5. Clearly designated career education information displays were set up in each middle- and high-school resource center. Ample display racks and audiovisual equipment (microfiche readers, individual studymates, etc.) are provided to each center, along with a wide variety of both permanent and handout materials about career education.

COMMUNICATION

The communication of placement and follow-up information has evolved in two distinct directions. Originally, the information was compiled in such a way as to comply with state and federal guidelines. However, the reports were not designed for the general use of counselors, teachers, and program managers. In fact, very little interpretation or analysis ever accompanied these statistical reports. Eventually, most institutions decided that alternative report formats would be more appropriate for internal use. These formats include newsletters, research reports, and, in some cases, workshops. The following examples show how placement and follow-up information is analyzed and reported by several community colleges and school districts.

Example 1: Pinellas County Schools

The Summary Report of Follow-up Survey of graduates and early school leavers is prepared annually for use by the school board, high school principals, and advisory committee members. Included here is the introduction, or "executive summary," from the report for the years 1974-76, as well as comparable summaries and several charts from more recent reports. Note that Pinellas is one of the few school districts that include a listing of the study's limitations.

PINELLAS COUNTY SCHOOLS
Summary Report of Follow-up Survey of 1974-76 School Leavers
(Graduates and Early School Leavers)

1. INTRODUCTION

BACKGROUND

Chapter 73-235, Laws of Florida, requires that "on or before September 1, 1974, each district school board shall establish and maintain Job Placement and Follow-up services for all students graduating [from] or leaving the public school system, including area vocational/technical centers." Section 6A-6.71 (4), State Board of Education Regulations, requires that Placement Services and Follow-up studies by each school shall be provided according to guidelines prescribed by the Commissioner.

PURPOSE

A. This study was conducted to meet the requirements mandated by the State Board of Education Regulations (Section 6A-6.71 [4] and Florida Laws, Chapter 73-235).

B. The surveys were conducted to follow-up the 1974, 1975, and 1976 Graduates and Early School Leavers.

1. The surveys were conducted approximately 10 months to one year from the scheduled June graduation of each year (1974, '75, '76).
2. The surveys were conducted to analyze, compile, and report the results of the Follow-up Survey to participating schools and other interested parties.
3. The results of the survey are to be used for program development, implementation, and evaluation.
4. The three-year composite report is to show major differences, if any, from the results of the Follow-up Surveys of 1974, 1975, and 1976.

DEFINITIONS

As defined by State Guidelines, "a School Graduate is an individual who has received a high school diploma or other formal recognition, such as a certificate for the successful completion of prescribed program of study." As defined by State Guidelines, "a School Leaver is an individual who either leaves school prior to high school graduation or before completing a program of studies without transferring to another school."

PROCEDURES

The Follow-up Survey was designed by the County Placement and Follow-up Office. The original Follow-up Survey instrument was field-tested with 90 eleventh-grade students at Gibbs High School for clarity and question and sentence structure.

1974

A. The total population of Graduates and Early School Leavers (Grades 9-12) for the school year 1973-74 was surveyed in April, 1975. Those former students not responding to the first mail-out were mailed a second survey form in May, 1975.

1975

B. The total population of Graduates and Early School Leavers (Grades 9-12) for the school year 1974-75 was surveyed in April, 1976. Those former students not responding to the first mail-out were mailed a second survey in May, 1976.

1976

C. The total number of Graduates and Early School Leavers (Grades 9-12) for the school year 1975-76 was 7,850. Of this total number, the computer was programmed to pick up every fith name; thus, there were 1,570 names in the 20% systematic sample. Those former students selected for the survey were surveyed in June, 1977. Those former students not responding to the first mail-out were mailed a second survey form in July, 1977. A third mail-out was necessary, as the first two mail-outs produced only a 35% response. The third mail-out was in August, 1977.

1974-'76

D. A separate follow-up instrument was designed for employers of former students. The names of employers or former employers who received a survey form were provided by the former students, along with their permission to contact employers. The employer surveys were conducted in a one-time mailing.

LIMITATIONS OF SURVEY RESULTS

A. Of the total returns by former students, 85% were Graduates and 15% Early School Leavers (Grades 9-12).

B. Some survey items were left blank with no response. Therefore, all items may not reflect the sum total of respondents. Several questions lent themselves to a multiple item response, so not all responses total 100%.

C. No attempt was made to check the reliability or validity of responses; therefore, this report cannot be representative of the total population but reflects only the comments of those former students who responded to the survey. The number of item responses reflected in the tabulations does not necessarily total (agree) with the number of survey respondents. Some of the item responses may have been influenced by the respondent's individual perception; consequently, any generalization beyond the responses obtained should receive careful consideration.

D. Former students are given the opportunity to make written comments and/or suggestions which they feel will contribute to the improvement of the school system. The written comments represent approximately one-third of the former students responding to the survey. The comments may have been influenced by a limited or one-time experience of the individual; therefore, any generalization beyond the comments made should receive careful consideration.

E. Respondents to the 1976 survey showed a significant difference in response to some items. This possibly reflects the fact that the instrument had been revised and some questions were perhaps more precisely stated.

F. Employers' responses were to individual employees. Their responses may reflect their perceptions of one former student rather than their perceptions on the whole of education and training given by the Pinellas County Schools. Therefore, any generalizations beyond the responses obtained should receive careful consideration.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

September, 1980

COMPARABLE SUMMARY

June Graduates: 1978, 1979, 1980

(Each of the following percentages is based on the total number of June graduates surveyed. The 1980 report reflects results from all 13 of our high schools and two (2) exceptional education centers. Due to the possibility of a student's being able to make more than one response to some items, percentages may be discrepant by a small amount. (Ex.: May be working full time/school, part time).

		1978	1979	1980
JUNE GRADUATES		4,768	4,867	4,870
I.	Intention of June graduates for continuing formal education at a four-year college, two-year college, vocational/technical center			
	Percentage of graduates planning to continue formal education	68	72	71
	Intention			
	Two-year college	32	34	32
	Four-year college	26	28	28
	Vocational/technical center	9	10	11
II.	Intention of June graduates for full-time employment, military, marriage, travel, or moving			
	Percentage of graduates not planning to continue formal education	32	30	29
	Working full-time	20	19	16
	Military	7	7	7
	Marriage, travel, other	6	4	6
III.	Graduates employed upon graduation	58	60	59
IV.	Graduates feeling a need for further educational or employment information	27	28	31

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

September, 1980

COMPARABLE SUMMARY

January to June 1980 Graduates

		January, 1980	June, 1980
	Number of Graduates	710	4,870
I.	Intention of graduates for continuing formal education at a four-year college, two-year college, vocational/technical center		
	Percentage of graduates planning to continue formal education	60	71
	Intention		
	Two-year college	29	32
	Four-year college	18	28
	Vocational/technical center	12	11
II.	Intention of graduates for full-time employment, military, marriage, travel, or other		
	Percentage of graduates not planning to continue formal education	43	29
	Working full time	30	16
	Military	6	7
	Marriage, travel, other	6	6
III.	Graduates employed upon graduation	64	59
IV.	Graduates feeling a need for further educational or employment information	33	31

PINELLAS COUNTY SCHOOLS

EARLY SCHOOL LEAVERS, 1979-80

REASONS FOR LEAVING HIGH SCHOOL
(as coded by Deans)

Each month all secondary schools send an early school leaver report to the administrative office indicating, among other things, the reason for each student's withdrawal. Listed below is the total number of responses for each reason and the percentage.

	No. of Responses	Percentage
Nonattendance/Lack of interest	1,097	41
Attend evening school	576	22
Left school—whereabouts unknown	242	9
Work		2058
Needed at home—financial hardship	110	4
Medical	41	2
Entered armed forces	40	2
Pregnant	36	1
Failure to pass State Assessment Test	36	1
Court action	34	1
Discipline	30	1
Inability to adjust to school	21	1
Suitable program not available	19	1
Married	18	2
Failing—poor grades	14	
Early dismissal/exams	10	
Deceased	6	
Over age in school	5	
No show	4	
Other	102	4
	2,646	100%

PINELLAS COUNTY SCHOOLS

HIGH SCHOOLS

EVENING OCCUPATIONAL PLACEMENT SPECIALIST CONTACTS

REASON FOR LEAVING HIGH SCHOOL: (as reported by students approximately one month after withdrawing)

	No. of Responses	% of Total Responses
Nonattendance/Lack of interest	336	29
Work	123	11
Failing, poor grades	111	10
Inability to adjust to school	64	5
Poor relationship with school staff	61	5
Discipline/Behavior problems	45	4
Medical	44	4
Attend vocational/adult evening school	43	4
Left school, whereabouts unknown	33	3
Applied to take G.E.D.	33	3
Court action	27	2
Pregnancy	25	2
Suitable program not available	24	2
Married	21	2
Poor relationship with other students	18	2
Armed services	13	5
Over age in school	10	
Needed at home, financial hardship	10	
Failed State Assessment Test	9	
Lack of transportation	9	
Homebound	8	
Close friend out of school	6	
Parental influence	5	
Special programs	4	
Other	83	7

PINELLAS COUNTY SCHOOLS

HIGH SCHOOLS

EVENING OCCUPATIONAL PLACEMENT SPECIALIST CONTACTS

As reported by STUDENTS approximately one month after withdrawing:

SPECIAL EFFORTS MADE BY SCHOOL:

None	279
Referred to counselor	268
Referred to psychologist	19
Work/Study program	15
Modified program	13
Referred to social worker	13
Tutoring	2
Other	199

WHOSE IDEA TO LEAVE:

Student	584
School	136
Parent/Guardian	68
Relative	16
Friend	4

WOULD STAY IN SCHOOL IF:

Under no condition	264
Different courses	75
More guidance	32
Work/Study program	20
Financial aid	11
Individual tutoring	11
Other	249

ATTITUDE OF PARENT:

Encouraged stay	336
Encouraged leave	142
Indifferent	109
Unknown	114

FUTURE PLANS:

G.E.D.	239
Evening high school	200
Work	191
Return later	178
Armed services	118
Vocational/technical center	105
Undecided	92
Other	120

PINELLAS COUNTY SCHOOLS

EARLY SCHOOL LEAVERS, 1979-80

MIDDLE SCHOOLS

GRADE	6	7	8	*9	Sub-Totals	% of Total	Total
Male	0	60	89	15	164	67	246
Female	0	20	50	12	82	33	
White	0	70	104	20	194	79	
Nonwhite	0	10	35	7	52	21	

*Ninth-grade students in attendance at Southside Alternative School, Largo Alternative School, Clearwater Comprehensive Middle School, and Exceptional Education Centers.

EARLY SCHOOL LEAVER RATE (%)

	77-78	78-79	79-80
Middle Schools (Grades 6-8)	0.84	1.26	1.18
High Schools (Grades 9-12)	8.30	10.71	9.18
Countywide (Grades 6-12)	5.10	6.70	5.81

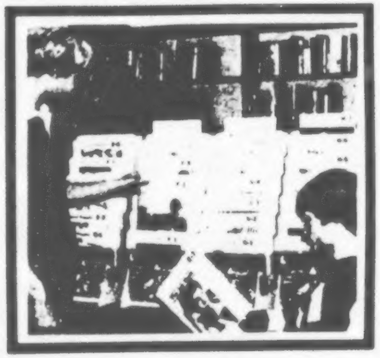
Example 2: Dade County Schools

Because the survey response rate tends to be low (possibly because of the rate of migration in Dade County), more weight is given to the comments on returned follow-up surveys than to the item answers. The results are presented to the school in summary form. Each high school principal receives the qeustionnaires completed by her or his former students. Changes based on the surveys are made at the school level but not necessarily communicated back to the county level; each high school or vocational education center makes its own decisions regarding its programs.

A very interesting and readable booklet, the Placement and Follow-up Annual Report, is developed and printed by the Division of Student Services. It includes artwork and easily understood language, in large print, with such headings as "Where did you go?" and "What are you doing?" Sections include "Supportive Comments," "Critical Comments," and "Suggestions." Several pages from the booklet follow.

GENERAL INFORMATION
-A SUMMARY-

ARE YOU...	Class of				
	'74	'75	'76	'77	'78
married?	7.3	9.4	8.1	8.5	7.3
employed full-time?	37.8	47.5	37.2	29.5	32.6
in school full-time?	40.2	37.4	36.9	30.2	27.0
unemployed and looking for work?	14.1	12.2	14.8	6.6	6.3
in military service?	3.9	2.8	6.4	3.0	1.7
a homemaker?	2.3	4.0	2.7	2.9	2.0



MANY STUDENTS PURSUE FURTHER EDUCATION AFTER LEAVING HIGH SCHOOL.

OVER 66% WERE ENROLLED IN SOME TYPE OF TRAINING PROGRAM, EITHER FULL-TIME OR PART-TIME.

	Class of				
	'74	'75	'76	'77	'78
Adult-Vocational Center	1.8	2.0	4.7	3.4	2.9
Community Junior College	33.4	34.8	34.5	35.0	36.2
University or 4-year College	18.0	16.5	18.3	23.1	21.8
Military Specialists School	1.5	1.4	4.7	3.4	1.0
Other	4.7	5.2	2.3	2.5	4.6
TOTAL	59.4	59.9	64.5	67.4	66.5

ANNUALLY, A NUMBER OF STUDENTS WHO BEGIN COLLEGE LEAVE DURING THE FIRST YEAR:

1974 – 7.5%
1975 – 10.2%
1976 – 7.1%
1977 – 8.4%
1978 – 6.7%

DO YOU FEEL YOUR HIGH SCHOOL PREPARED YOU ADEQUATELY IN EACH OF THE FOLLOWING SUBJECTS?

		Class of '74	'75	'76	'77	'78
Reading	YES	69.4	75.7	77.6	80.3	85.6
Social Studies	YES	71.8	73.7	78.9	75.8	82.3
English	YES	73.7	72.8	78.2	76.2	79.2
Science	YES	63.9	73.7	69.7	69.3	77.4
Mathematics	YES	69.4	73.1	76.0	70.3	76.3

A CLOSER LOOK

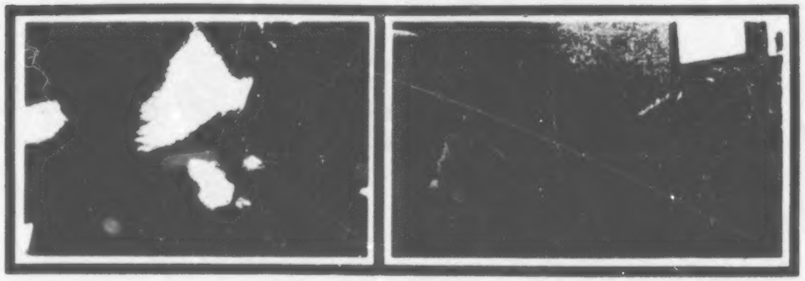
Two academic areas (language arts and mathematics) were explored in-depth with the class of '78.

DID YOUR HIGH SCHOOL PREPARE YOU ADEQUATELY IN EACH OF THE FOLLOWING LANGUAGE ARTS AREAS?

		HISP	BLACK	WHITE	IN-SC	WKG	M	F	TOTAL
Writing business letters	YES	68.3	80.3	70.8	69.7	81.8	71.2	73.4	72.5
Writing academic or business reports	YES	55.8	52.5	53.3	51.6	62.2	50.8	57.1	54.2
Using oral language	YES	78.9	70.5	72.4	70.2	77.7	72.1	75.9	73.9
Understanding the power of mass media	YES	77.6	71.0	69.1	73.2	76.0	74.8	69.0	71.9
Reading for understanding	YES	89.3	93.8	83.0	84.6	88.3	81.8	90.1	86.6
Reading for enjoyment	YES	86.8	82.0	79.5	80.5	84.7	76.5	85.9	82.0
Reading for information	YES	88.2	93.7	89.2	90.2	91.7	86.4	92.4	89.9

HOW ABOUT COLLEGE/ FINANCIAL AID INFORMATION ?

1976	1977	1978	
65.6%	67.4%	73.8%	Received adequate information about how to apply for college admission.
57.3%	55.8%	66.1%	Received adequate information about obtaining financial aid to attend college.
35.4%	27.7%	36.2%	Received financial aid or a scholarship to attend college.
39.4%	42.4%	38.1%	Would have changed their after-high-school plans if they had received sufficient funds to attend the college of their choice.



HOW ABOUT YOUR TEACHERS ?

	Class of				
	'75	'76	'77	'78	
YES	60.0	71.8	69.3	64.6	Knew or showed concern for our interests, abilities, and values
YES	47.7	62.8	61.7	57.4	Related their instruction to our careers or post high school education
YES	77.4	78.4	77.8	77.6	Adequately planned and prepared for each class session

DID YOU ENJOY YOUR HIGH SCHOOL ?

		HISP	BLACK	WHITE	IN-SC	WKG	M	F	TOTAL
1975	YES	88.7	84.1	81.0	89.5	83.5	82.9	82.1	82.5
1976	YES	87.8	92.5	79.4	85.8	83.2	88.4	78.7	83.0
1977	YES	93.8	93.8	83.2	88.6	88.7	85.0	89.5	87.0
1978	YES	89.3	88.9	83.9	89.7	86.0	83.3	87.3	85.8

THE LAST QUESTION OF THE SURVEY GIVES RESPONDENTS AN OPPORTUNITY TO SUMMARIZE THEIR FEELINGS TOWARD THEIR OVERALL HIGH SCHOOL EXPERIENCE. IT IS REWARDING TO NOTE THAT NEARLY 9 OUT OF EVERY 10 STUDENTS DID ENJOY THEIR HIGH SCHOOL EXPERIENCE.

SPEAK OUT!

EACH YEAR, SURVEYED FORMER STUDENTS ARE GIVEN THE OPPORTUNITY TO MAKE COMMENTS AND SUGGESTIONS WHICH THEY FEEL WILL CONTRIBUTE TO THE IMPROVEMENT OF THE SCHOOL SYSTEM.

THE SINCERITY AND CANDIDNESS OF THE COMMENTS ALWAYS MAKE THIS SECTION ONE OF THE MOST INTERESTING AND REVEALING.

THE COMMENTS WHICH FOLLOW WERE SELECTED AS BEING REPRESENTATIVE OF THE VAST NUMBER WHICH WERE RECEIVED. FOR EASE OF READING, THEY HAVE BEEN DIVIDED INTO SUPPORTIVE AND CRITICAL COMMENTS, AND SUGGESTIONS.

IN A CONTINUING EFFORT TO ASSIST GRADUATES AND LEAVERS TO OBTAIN GAINFUL EMPLOYMENT AND/OR ENROLL IN AN EMPLOYMENT ORIENTED TRAINING PROGRAM, PLACEMENT SPECIALISTS ARE ASSIGNED TO EACH SENIOR HIGH SCHOOL. THEY PROVIDE CAREER COUNSELING AND PLACEMENT SERVICES TO ALL HIGH SCHOOL STUDENTS WITH SPECIAL EMPHASIS ON GRADUATES, LEAVERS, AND THOSE IDENTIFIED AS POTENTIAL DROPOUTS. SERVICES ARE AVAILABLE UP TO ONE YEAR AFTER STUDENTS GRADUATE FROM OR LEAVE SCHOOL.

ADDITIONALLY, SPECIALISTS COLLECT A CONSIDERABLE AMOUNT OF DATA WHICH PERTAINS TO GRADUATES AND LEAVERS. THIS IS DONE DURING THE PROCESS OF EXIT INTERVIEW AND WITH THE COOPERATION OF TEACHERS, COUNSELORS, ASSISTANT PRINCIPALS, VISITING TEACHERS, AND REGISTRARS. INFORMATION OBTAINED IS FORWARDED TO THE DISTRICT PLACEMENT OFFICE WHERE IT IS COMPILED, TABULATED, AND REPORTED BACK TO SCHOOLS, AREAS, AND DISTRICT OFFICES. IT IS EXPECTED THAT ANALYSIS OF SUCH DATA WOULD PROVIDE CLUES TO THE REASONS FOR STUDENTS LEAVING SCHOOL PRIOR TO GRADUATION, THEIR FUTURE PLANS, AND UNIQUE NEEDS FOR ASSISTANCE.

THE DATA WHICH FOLLOWS PERTAINS TO STUDENTS WHO GRADUATED FROM OR LEFT SCHOOL DURING THE 1978-79 SCHOOL YEAR.

BETWEEN 1974 AND 1978 THERE WAS A GENERAL TENDENCY FOR THE PERCENTAGE OF GRADUATES WITHIN EACH MAJOR RACIAL/ETHNIC CATEGORY TO MORE CLOSELY RESEMBLE THE PERCENTAGE OF EACH CATEGORY ENROLLED IN JUNIOR-SENIOR HIGH SCHOOL. HOWEVER, DURING 1978-79, SURVEY RESULTS INDICATED A REVERSAL OF THE TREND AMONG BLACK AND WHITE STUDENTS. (SEE TABLE 1.)

AMONG THE MAJOR RACIAL/ETHNIC CLASSIFICATIONS, THE PERCENTAGE OF BLACKS WITHDRAWING WAS 2.62% GREATER THAN THE PERCENTAGE OF BLACKS WITHIN THE TOTAL SECONDARY SCHOOL POPULATION. HISPANICS EXCEEDED THEIR MEMBERSHIP BY 1.30%. CONVERSELY, THE PERCENTAGE BY WHICH WHITE STUDENTS WITHDREW WAS LESS THAN THE PERCENTAGE OF WHITE SECONDARY SCHOOL MEMBERSHIP, BY 3.92%.

TABLE 3

PERCENT AND NUMBER OF STUDENTS WHO WITHDREW PRIOR TO GRADUATION BY MAJOR RACIAL/ETHNIC/SEX CLASSIFICATION, AS COMPARED TO MAJOR RACIAL/ETHNIC/SEX PERCENTAGES OF MEMBERSHIP IN GRADES 7 THROUGH 12, DURING THE 1978-79 SCHOOL YEAR.

Racial/Ethnic/Sex Classifications		Percentage Membership	Number Withdrawing	Percentage of Withdrawals	Difference		
					76/77	77/78	78/79
Black Non-Hispanic		26.86	2520	29.48	+6.27	+6.99	+2.62
Hispanic		34.13	3029	35.43	-4.33	-1.84	+1.30
White Non-Hispanic		39.01	3000	35.09	-1.94	-5.15	-3.92
Female		48.97	3375	39.31	-8.92	-7.44	-9.66
Male		51.03	5211	60.69	+8.92	+7.44	+9.66
TOTALS	Sex	100	8549*	100			
	Race	100	8586	100			

*Racial/Ethnic totals to not include Asians, Alaska Natives, and American Indians. These classifications, however, amount to less than 1% of the total number who withdrew.

THROUGHOUT THE YEAR, PLACEMENT SPECIALISTS IN EACH HIGH SCHOOL ARE ACTIVELY ENGAGED IN THE PLACEMENT OF HIGH SCHOOL GRADUATES AND THOSE STUDENTS OVER 16 WHO CHOSE TO LEAVE SCHOOL PRIOR TO GRADUATION. PLACEMENTS ARE EITHER IN FULL OR PART-TIME EMPLOYMENT, FURTHER EDUCATION, OR A COMBINATION OF THE TWO. IN ORDER TO EFFECTIVELY ASSIST THESE STUDENTS, CONTINUAL EFFORTS ARE MADE TO MAINTAIN CURRENT CONTACTS WITH BUSINESS/INDUSTRY REPRESENTATIVES AND ORGANIZATIONS, AND VARIOUS TRAINING INSTITUTIONS.

ATTEMPTS ARE MADE BY SPECIALISTS TO PROVIDE AN EXIT INTERVIEW FOR EACH STUDENT WHO LEAVES THE SCHOOL. DURING THIS COUNSELING SESSION THE STUDENT IS ENCOURAGED TO CONTINUE HIS/HER EDUCATION, AND WHERE APPROPRIATE, JOB PLACEMENT SERVICE IS OFFERED.

TABLE 5 REFLECTS THE ACTIVITIES OF THE PLACEMENT SPECIALISTS FOR 1978-79.

TABLE 4

PERCENT OF STUDENTS EITHER LEAVING OR GRADUATING, ACCORDING TO WHETHER OR NOT THEY HAD ATTAINED ENTRY LEVEL MARKETABLE SKILLS.

	Leavers		Graduates	
	With	Without	With	Without
1974-75	▨	▨	18.2	81.8
1975-76	3.2	96.8	20.4	79.6
1976-77	5.4	94.6	21.9	78.1
1977-78	6.8	93.2	26.4	73.6
1978-79	8.2	91.8	25.8	74.2

AS CERTIFIED BY THEIR VOCATIONAL INSTRUCTORS, NEARLY 26% OF ALL GRADUATES HAD ATTAINED MARKETABLE SKILLS. THOUGH THIS REFLECTS A SLIGHT DECREASE FROM THE PREVIOUS YEAR, THE GENERAL TREND HAS BEEN A SLOW, BUT DEFINITE, INCREASE. WHILE SIGNIFICANTLY FEWER LEAVERS ATTAIN MARKETABLE SKILLS THAN DO GRADUATES, THIS GROUP SHOWED A 1.4% INCREASE.

NOTE: Though many graduates do possess the ability to enter the labor market with entry-level skills, "marketable skills," as used in this chart, refers only to those students who successfully completed a specific vocational training program.

TABLE 5

Placements	74/75*	75/76	76/77	77/78	78/79
Full-time Jobs	204	728	762	1,137	1,454
Part-time Jobs	190	432	471	1,076**	1,524
Education	1,101	1,071	768	696	1,020
Total	1,495	2,231	2,001	2,909	3,998
New Employers Contacting Specialists	650	742	958	1,154	1,453
New Employers Contacted by Specialists	2,593	1,178	1,058	1,139	1,266
Organizations Contacted by Specialists	559	707	466	373	857
Students Referred to Jobs	—	2,907	3,494	4,334	6,163
Visits to Former Students at Home or on the Job	—	747	1,478	1,249	1,262
Exit Interviews Conducted by Specialist	—	5,331	8,961	9,076	9,787

*January to June only
**Began reporting in-school student placements in 1977-78

EACH YEAR THERE HAS BEEN AN INCREASING NUMBER OF EMPLOYERS WHO CONTACT SCHOOLS DIRECTLY, IN SEARCH OF QUALIFIED JOB APPLICANTS. EMPLOYERS NOW VIEW THE SCHOOLS AND THE PLACEMENT SPECIALISTS AS A SIGNIFICANT EMPLOYEE SOURCE.

AT THE OUTSET OF THE PLACEMENT AND FOLLOW-UP PROGRAM, THE AIM WAS TO PROVIDE PLACEMENT SERVICES ONLY TO GRADUATES AND EARLY LEAVERS. IT IS NOW FELT, HOWEVER, THAT A LARGE PORTION OF OUR SENIOR HIGH SCHOOL POPULATION CAN GAIN VALUABLE EXPERIENCE THROUGH PART-TIME EMPLOYMENT.

WHEN SUCH JOBS BECOME AVAILABLE AND WHEN VOCATIONAL CO-OP TEACHERS CANNOT UTILIZE THE JOB OPENINGS, PLACEMENT SPECIALISTS ARE MAKING THESE WORK OPPORTUNITIES AVAILABLE TO IN-SCHOOL STUDENTS. THESE PLACEMENTS WERE INCLUDED FOR THE FIRST TIME IN THE 1977-78 GRADUATING CLASS REPORT. CONSEQUENTLY, A SUBSTANTIAL INCREASE IN PLACEMENTS HAS BEEN REFLECTED SINCE THAT TIME.

Example 3: Santa Fe Community College

The Graduate Follow-up Study is produced by Santa Fe Community College's Planning and Management Information Services Office as a research report. Copies of the report are sent to the Board of Trustees, president, vice-presidents, and deans, as well as to the library. The report contains summarized analyses of the results of the follow-up survey and placement data for each program. Each program manager and the instructors within each area receive summaries of their programs. An example of the summary data for one of the programs, Radiologic Technology, follows.

RADIOLOGIC TECHNOLOGY PLACEMENT DATA

	Asian or Pacific Islander		American Indian or Alaskan Native		Black (not of Hispanic Origin)		Hispanic		White (not of Hispanic Origin)		TOTAL		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Total
Graduates 1978-1979									10	5	10	5	15
1. Employed in Related Field									10	5	10	5	15
2. Military (related field)													
3. Employed (nonrelated)													
4. Military (nonrelated)													
5. Continuing Education													
6. Unemployed—Seeking Work													
7. Not in Labor Force													
8. Placement Status Unknown													

RADIOLOGIC TECHNOLOGY

FOLLOW-UP DATA

Number of graduates who returned questionnaire 8

Number of graduates located through other sources 7

- TOTAL NUMBER OF GRADUATES LOCATED 15 (100%)
- OF GRADUATES LOCATED, TOTAL NUMBER WORKING IN FIELD 15 (100%)

Number of employers interviewed personally 3

Number of out-of-town employers interviewed by mail 2

TOTAL NUMBER OF EMPLOYERS INTERVIEWED 5

1. Opinion(s) of graduate(s) on the educational foundation they received at SFCC (results of Attachment #1)

8 Adequate
___ Inadequate
___ No Answer

2. Representative job titles and duties as reported by students

Title	Duties
Senior Staff Radiographer	Supervise operation of CAT scanner, diagnostic radiographer
Radiologic Technologist	Trauma patients, in- and out-of-house patients, taking X rays (exposure and development), X-ray studies

3. Average hourly salary of graduate(s) working full-time in field as reported by the student(s) or the Feedback System

4 MALES averaged $ 4.85
9 FEMALES averaged $ 4.52
13 GRADUATES averaged $ 4.62

4. Performance of 5 graduate(s) as rated by employer(s) (results of Attachment #2)

4 of 5 Performed as expected
4 of 5 Had adequate beginning skills
5 of 5 Required no more than the average amount of supervision on the job
5 of 5 Had little difficulty following prescribed work procedures
4 of 5 Were capable of advancing professionally

5. Work attitude of 5 graduate(s) as rated by employer(s)

4 Very good
1 Good
____ Neutral
____ Poor
____ Very poor

6. Overall rating of the vocational training received by 5 graduate(s) as it related to the requirement of the job(s)

2 Very good
2 Good
____ Neutral
1 Poor
____ Very poor

7. Employer's(s') rating of the technical knowledge received by 5 graduate(s)

3 Very good
1 Good
____ Neutral
1 Poor
____ Very poor

8. Work quality of 5 graduate(s) as rated by employer(s)

1 Very good
3 Good
1 Neutral
____ Poor
____ Very poor

9. Compared to trained employee(s) from other source(s) employer(s) thought Santa Fe's training was

2 Better
2 About the same
____ Not as good
1 No basis for comparison

10. The preparation of Santa Fe graduate(s) as compared to other employees who did not receive such training

2 Santa Fe graduate is better prepared
1 Both are about the same
____ Employee(s) from other sources are better prepared
2 No basis for comparison

11. Other sources of trained employees

St. Petersburg
Florida Hospital, Orlando
South Florida
Jacksonville
Out-of-state

12. Outstanding aspects of graduate's(s') training as reported by employer(s)

Technical training is outstanding. Technically and academically better than other schools.

13. Characteristics lacking in graduate(s) which employer(s) reported as particularly significant

Does not have enough experience. More academics than practical experience. This is true of most community college programs. Some problems with organization of work to be done. Problems with adaptation to new work situation. Ongoing problems with day-to-day work situations, i.e., forgets part of routine and perhaps not paying as much attention as necessary.

14. Other employer comments:

I really appreciate the fine work our employee does, and if you have any more please send them our way.

This student is a good technologist. Will someday be a chief radiologist.

I prefer someone from a hospital-trained base program.

RADIOLOGIC TECHNOLOGY

1. All 15 graduates (100%) were located and working in the field.

2. Eight (53%) of the graduates returned the questionnaire. All eight indicated that they had received an adequate educational foundation at Santa Fe.

3. The average salary of all graduates was $4.62 an hour. Males averaged twenty-three cents an hour more than the average. Females averaged ten cents an hour less than the average hourly salary.

4. One employer stated that technically and academically, Santa Fe's Radiologic Technology program is better than other schools.

5. It appears that the program is reachirg the goals set by the college.

Example 4: Duval County Schools

The Annual Report of Placement and Follow-up prepared by Duval County Schools includes placement, follow-up, and employer survey results. Surveys of school dropouts, senior plans, and the report of the occupational and placement specialist are also included, along with a summary of the findings and recommendations.

In addition to compiling required state reports, the surveys are used to identify students who may need assistance—students who are currently seniors and did not have concrete plans for their future as well as those who have left high school before graduation. The names of the students without plans are sent to each high school, where the counselors must verify that they contacted each person who needed assistance.

A dropout recruiter program has been funded so that the recruiter can personally contact former students. The recruiter has brought about 200 of the approximately 400 dropouts back into the system, in the full-day vocational education program or in the night program at Florida Junior College at Jacksonville. As soon as the student is ready, s(he) is placed into a job, sometimes with as little as three weeks of training. This action has helped to alleviate the dropout problem.

The results of the placement and follow-up study of graduates are compared to county and school district demographics. The surveys, with students' names removed, are sent directly back to the high school from which the student graduated. A placement team (the occupational specialist and a counselor identified by the high school) interprets the results and makes recommendations. The names and addresses of all employers responding to the employer survey are used to develop a school job bank. This unique practice allows each school to develop a data base for placement purposes.

Duval County's Division of Educational Services is building a system that will enable it to evaluate its cost-effectiveness, a direction the present economy will be forcing many school districts and colleges to take. If greater revenue can be produced by bringing dropouts back, for example, continuance of the dropout recruiter position can be justified to the board.

The following pages show some examples from Duval County's 1980 Placement and Follow-up Report.

1978-79 SCHOOL YEAR

ITEM: Did you complete the program shown to the right of your name?

	Academic		Vocational		White		Black		Other Race		Female		Male		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	1,594	92.9	1,037	93.4	1,959	94.4	602	89.5	70	92.1	1,492	93.5	1,116	92.8	2,631	93.1
No, withdrew before completion	29	1.7	20	1.8	34	1.6	13	1.9	2	2.6	20	1.3	28	2.3	49	1.7
No, took different course/program	92	5.4	53	4.8	83	4.0	58	8.6	4	5.3	84	5.3	59	4.9	145	5.1
TOTAL	1,715	100.0	1,110	100.0	2,076	100.0	673	100.0	76	100.0	1,596	100.0	1,203	100.0	2,825	100.0
% TOTAL	60.7		39.3		73.5		23.8		2.7		56.5		42.6		100.0	

COMMENTS: None

1978-79 SCHOOL YEAR

ITEM: How many jobs have you had since leaving school?

	ALL RESPONDENTS		WHITE		BLACK		OTHER		MALE		FEMALE	
	N	%	N	%	N	%	N	%	N	%	N	%
One	128	41.4	89	42.2	33	38.4	5	45.5	71	43.8	57	38.8
Two	70	22.7	51	24.2	17	19.8	2	18.2	43	26.5	27	18.4
Three	27	8.7	22	10.4	4	4.7	1	9.1	19	11.7	8	5.4
Four or More	11	3.6	9	4.3	0	0.0	2	18.2	8	4.9	3	2.0
None	73	23.6	40	19.0	32	37.2	1	9.1	21	13.0	52	35.4
TOTAL	309	100.0	211	100.0	86	100.0	11	100.0	162	100.0	147	100.0

Example 5: Florida Keys Community College

The Placement and Follow-up Information Report is prepared by the Student Services Office of Florida Keys Community College (FKCC). The report includes placement, follow-up, and withdrawal information, including statistics, program improvement suggestions, and competency ratings. The report is sent to the counselors and program managers as well as to the chief administrative officers. The dean of student services makes a formal presentation to the Board of Trustees and, later, to the counseling staff and faculty to review the impact of the results. The small size of the institution enables the feedback of findings to be direct and personal. It also enables the dean of student services to monitor the changes that are brought about by the results.

The following pages contain examples of the tables found in FKCC's Placement and Follow-up Information Report. The first example gives a cumulative perspective on degrees and certificates awarded over a 14-year span.

FLORIDA KEYS COMMUNITY COLLEGE
DEGREES AND CERTIFICATES AWARDED 1966-1979

ASSOCIATE IN ARTS DEGREES

	Female	Male	Total
Agriculture	0	1	1
Art	20	10	30
Biology	11	16	27
Business Administration	31	103	134
Chemistry	0	1	1
Elementary Education	27	9	36
Engineering	0	17	17
General Transfer	232	300	532
Govt.-Political Science	0	3	3
History	0	1	1
Mathematics	2	19	21
Modern Language	3	0	3
Music Education	3	1	4
Physical Education	1	5	6
Physics	1	5	6
Police Administration	0	4	4
Pre-Dental	0	3	3
Pre-Law	0	11	11
Science	1	0	1
Secondary Education	17	25	42
Social Science	4	16	20
Sociology	6	6	12
Teacher Education	75	97	172
Unspecified Science	0	3	3
TOTAL A.A. DEGREES	434	656	1090

ASSOCIATE IN SCIENCE DEGREES

	Female	Male	Total
Accounting	1	2	3
Business Management	2	11	13
Commercial Art	5	6	11
Electronic Data Processing	3	8	11
Electronics	0	64	64
Environ. Marine Science	8	31	39
Executive Secretary	29	0	29
Financial Management	11	6	17
General Business	5	11	16
Legal Secretary	27	0	27
Marine Propulsion	0	108	108
Medical Secretary	11	0	11
Midmanagement in Mktg.	0	2	2
Nursing	143	16	159
Police Administration	2	29	[illegible]
Sonar Technology	0	15	15
TOTAL A.S. DEGREES	247	309	556

ONE-YEAR CERTIFICATES

	Female	Male	Total
Bus. Data Processing	4	1	5
Clerk-Typist	9	0	9
Financial Management	3	0	3
Gasoline Engine	0	87	87
Marine Diesel	1	92	93
Real Estate	3	6	9
Secretarial	34	0	34
TOTAL CERTIFICATES	54	186	240

FLORIDA KEYS COMMUNITY COLLEGE
1978-1979
GRADUATE RATING OF EDUCATIONAL SERVICES

	Excellent	Good	Fair	Poor	Did Not Use	No Response
LIBRARY						
All	20% (18)	46% (41)	20% (18)	3% (3)	2% (2)	9% (8)
A.S./Cert.	18% (10)	42% (23)	20% (11)	5% (3)	4% (2)	11% (6)
A.A.	23% (8)	51% (18)	20% (7)	0% (0)	0% (0)	6% (2)
COUNSELING						
All	16% (14)	42% (38)	16% (14)	4% (4)	14% (13)	8% (7)
A.S./Cert.	18% (10)	37% (20)	16% (9)	2% (1)	18% (10)	9% (5)
A.A.	11% (4)	51% (18)	14% (5)	9% (3)	9% (3)	6% (2)
FACULTY ADVISING						
All	19% (17)	42% (37)	22% (20)	4% (4)	4% (4)	9% (8)
A.S./Cert.	20% (11)	41% (23)	20% (11)	4% (2)	4% (2)	11% (6)
A.A.	17% (6)	40% (14)	25% (9)	6% (2)	6% (2)	6% (2)
STUDENT ACTIVITIES						
All	13% (12)	28% (25)	26% (23)	9% (8)	16% (14)	8% (8)
A.S./Cert.	15% (8)	20% (11)	29% (16)	7% (4)	18% (10)	11% (6)
A.A.	12% (4)	40% (14)	20% (7)	11% (4)	11% (4)	6% (2)
PROGRAM LAB FACILITIES						
All	12% (11)	31% (28)	12% (11)	6% (5)	23% (21)	16% (14)
A.S./Cert.	16% (9)	34% (19)	15% (8)	9% (5)	15% (8)	11% (6)
A.A.	6% (2)	25% (9)	9% (3)	0% (0)	37% (13)	23% (8)
INSTR/STUDENT RELATIONS						
All	37% (33)	38% (34)	10% (9)	3% (3)	1% (1)	11% (10)
A.S./Cert.	41% (23)	29% (16)	13% (7)	4% (2)	2% (1)	11% (6)
A.A.	29% (10)	51% (18)	6% (2)	3% (1)	0% (0)	11% (4)
CLASS SIZE						
All	30% (27)	20% (18)	6% (5)	2% (2)	0% (0)	42% (38)
A.S./Cert.	29% (16)	15% (8)	7% (4)	2% (1)	0% (0)	47% (26)
A.A.	31% (11)	29% (10)	3% (1)	3% (1)	0% (0)	34% (12)
QUALITY OF INSTRUCTION						
All	29% (26)	41% (37)	19% (17)	1% (1)	0% (0)	10% (9)
A.S./Cert.	33% (18)	35% (19)	18% (10)	2% (1)	0% (0)	12% (7)
A.A.	23% (8)	51% (18)	20% (7)	0% (0)	0% (0)	6% (2)

N
A.A. = 35 (41% of A.A. graduates)
A.S./Cert. = 55 (58% of A.S./Cert. graduates)
TOTAL = 90 (50% of graduates)

FLORIDA KEYS COMMUNITY COLLEGE
COMPARISON OF GRADUATE RATING OF EDUCATIONAL SERVICES FOR 1976-77, 1977-78, AND 1978-79
BASED ON FREQUENCY OF RESPONSE

	Excellent	Good	Fair	Poor	Did Not Use	No Response
LIBRARY						
All		# * (*)				
A.S./Cert.		# * (*)				
A.A.		# * (*)				
COUNSELING						
All		# * (*)				
A.S./Cert.		# * (*)				
A.A.		# * (*)				
FACULTY ADVISING						
All		# * (*)				
A.S./Cert.		# * (*)				
A.A.		# * (*)				
STUDENT ACTIVITIES						
All		# * (*)				
A.S./Cert.		* (*)	#			
A.A.		# * (*)				
PROGRAM LAB FACILITIES						
All		# * (*)				
A.S./Cert.		# * (*)				
A.A.		#			* (*)	
INSTR/STUDENT RELATIONS						
All	* (*)	#				
A.S./Cert.	# *	(*)				
A.A.	* (*)	#				
CLASS SIZE						
All	#	* (*)				
A.S./Cert.	#	* (*)				
A.A.	# *	(*)				
QUALITY OF INSTRUCTION						
All		# * (*)				
A.S./Cert.		# * (*)				
A.A.		# * (*)				

[illegible])	1976-77 ratings	1976-77 Responses = 165 [illegible]%)
[illegible]	1977-78 ratings	1977-78 Responses = 136 (66%)
#	1978-79 ratings	1978-79 Responses = 90 (50%)

PROGRAM IMPACT

Placement and follow-up data can be very valuable in program review processes. Evaluation of curricula are useful in determining the adequacy and appropriateness of existing programs. Sometimes deletions or modifications may be necessary to meet the needs of the constituencies.

The following chart shows the impact of placement and follow-up studies on some program areas at selected institutions.

PROGRAM IMPACT

INSTITUTION	PROGRAM/SERVICE	ACTION			REASON FOR ACTION
		Add	Delete	Modify	
Dade Co.	Airline Ticketing			X	Improved screening of applicants due to limited employment opportunities and higher industry standards
	Data Processing			X	Higher industry standards
Pinellas Co.	Modular scheduling		X		Follow-up survey
	Return of all				
	students required to take finals		X		Follow-up survey
	Typing & key-punching tests			X	Employer survey (business standards)
Putnam Co.	Fundamentals of Health-Occup. Ed./ Health Service Aide	X			Labor market demands Interest of students Advisory council
	Home Economics (Useful Employment)		X		To provide space, etc., for implementing program listed above
Manatee Jr.	Probation & Parole Cert.		X		In each case, no enrollment and A.S. degree available in same field
	Corrections Cert.		X		
	Law Enforcement Cert.		X		
	Security, Private & Industrial Cert.		X		
Valencia CC	Nursing			X	Increased clinical time due to feedback and added gerontological experience
	Marketing		X		Feedback

RECOMMENDATIONS

Analysis of the existing situation with regard to the use of placement and follow-up survey results in the state of Florida has led the investigators to arrive at the following recommendations:

1. The placement and follow-up function should be placed in the departmental area that has the expertise to analyze and interpret the findings in terms of their potential impact on curriculum and service offerings, such as the Institutional Research Office or Administrative Services.

2. Positions similar to those of the occupational specialists at the school district level should be funded at the community college level.

3. The Community College Feedback System, as designed by the Division of Community Colleges, should be adapted to the needs of the school districts.

4. The person responsible for completing state placement and follow-up reports should give direct feedback to administrators, teachers, and counselors, with particular emphasis on the respective purposes and needs of those individuals.

5. The results of placement and follow-up surveys should be used as part of an integrated system of feedback for counseling and retaining students, recruiting early leavers, and placing program completers.

6. Administrators should use placement and follow-up data to make decisions about adding, expanding, modifying, or deleting programs and services.

7. Placement and follow-up information should be used in determining resource allocations at the local level.

8. Regional workshops in the use of placement and follow-up data should be held for administrators, teachers, and counselors. The workshops should focus on the exemplary uses identified in this handbook and should include research design material that enables participants to understand the dangers of generalizing from results based on a low rate of return.

A number of the state's school districts and community colleges have extended the concept of placement and follow-up beyond the completion of state or federal reporting requirements. Those that have not yet done so can learn from their examples, and school districts and community colleges can learn from each other. The goal is the same: to provide Florida's citizens with the best education possible. Comprehensive placement and follow-up systems that include feedback to the classroom and counseling levels for direct use of the results will assist in the realization of this goal.

Appendices

APPENDIX A

SCHOOL DISTRICTS AND COMMUNITY COLLEGES RESPONDING TO THE EXEMPLARY PRACTICES QUESTIONNAIRE

SCHOOL DISTRICT	RESPONDENT
Alachua County	Mel Lucas
Baker County	Mary E. Finley
Brevard County	Libby Schmidt
Broward County	Sylvia Milks
Citrus County	Glenn F. Wade
Clay County	Grace Sowell
Collier County	Goldie A. Oross
Dade County	Joseph Sherron
DeSoto County	E. Gurdy
Duval County	Sam McGauley
Escambia County	NeRoy Anderson
Flagler County	P. Brown
Gadsden County	Annette Hardee
Gulf County	Frank W. Barnes
Hamilton County	Pat Parks
Hardee County	Margaret Maddox
Highlands County	Gary Lee
Hillsborough County	Herman W. Morgan
Holmes County	Frances Fleming
Indian River County	James Luther
Jackson County	Tim J. Chase
Jefferson County	Steve Foland
Lake County	Peggy Hand
Manatee County	Nunzie Marinelli
Marion County	Mary Ann Delong
Martin County	Chephas Gipson
Monroe County	Rosemary Cabrera
Nassau County	Lewis M. Bean
Okaloosa County	Henton D. Elmore
Okeechobee County	J. P. Deloney
Orange County	Ray Robison
Osceola County	Ida Faye Oglesby
Palm Beach County	E. Miles Bacon
Pasco County	Edward Campbell
Pinellas County	Myrtle Hunt

SCHOOL DISTRICT	**RESPONDENT**
Putnam County	Faye Keyton
Sarasota County	Hilary Smits
St. Augustine Technical Center	M. A. Figeuroa
Suwannee County	Vincent Jones
Taylor County	Jim White/Elouise Gardiner
Volusia County	Susan Jane Horvath

COMMUNITY COLLEGE	**RESPONDENT**
Brevard Community College	Elke Ford
Broward Community College	Theodore Wright
Central Florida Community College	William H. Jackson
Chipola Junior College	Shirley Adkison
Daytona Beach Community College	Annette Duncan
Edison Community College	Max G. Rieves
Florida Junior College at Jacksonville	Clifford W. Goff
Florida Keys Community College	Ann Otto
Gulf Coast Community College	Frank Eiseman
Hillsborough Community College	Rosanne Gmuer
Indian River Community College	Gerald L. Mock
Lake City Community College	Ed Brunner
Lake-Sumter Community College	Lester R. Ruth, Jr.
Manatee Junior College	Robert Eberley
Miami-Dade Community College	Catherine Morris
North Florida Junior College	Kay Van Alst
Okaloosa-Walton Junior College	Earl N. Gulledge
Palm Beach Junior College	Don Whitmer
Pasco-Hernando Community College	Marjorie A. Sugg
Pensacola Junior College	Laney Hiller
St. Johns River Community College	John Lewis Highsmith
St. Petersburg Junior College	Shirley Lyons
Santa Fe Community College	Jim Lewis
Seminole Community College	Samuel C. Cox
South Florida Junior College	D. Gene Statler
Tallahassee Community College	Archie B. Johnston
Valencia Community College	Rhonda Stinnett

APPENDIX B

EXEMPLARY PRACTICES SURVEY MATERIAL

broward community college

administrative offices
225 east las olas boulevard
fort lauderdale, Florida 33301

TO:

FROM: Dr. Mantha Mehallis, Director of Institutional Research and Systems Planning, Broward Community College

SUBJECT: Exemplary Practices in Placement and Follow-up for Occupational/Vocational Education Programs

DATE: May 21, 1980

Broward Community College has been selected to conduct a Vocational Education project to identify exemplary practices in the use of placement and follow-up information in both school districts and community colleges. More specifically, we hope to identify practices designed for the improvement of occupational/vocational education programs. The results of this effort should provide educational agencies with examples and recommendations for the appropriate utilization of placement and follow-up data.

You are invited to complete the enclosed questionnaire, which was developed for this project, and return it in the enclosed stamped envelope. Also, we would appreciate your sending any research instruments or other documents which may more fully describe your placement and follow-up activities. Upon evaluation of the completed questionnaires, we plan to conduct on-site visits to several locations where exemplary practices are taking place for more in-depth study.

If you should have any questions concerning the questionnaire or the project, please contact Ted Wright, Project Coordinator, at (305) 761-7419 or Mantha Mehallis, Project Director, at (305) 761-7480.

Thank you for your cooperation and assistance.

MVM/mjc

broward community college

administrative offices
225 east las olas boulevard
fort lauderdale, florida 33301

TO:

FROM: Dr. Mantha Mehallis, Director of Institutional Research and Systems Planning, Broward Community College

SUBJECT: Exemplary Practices Questionnaire

DATE: June 20, 1980

Just a short reminder to let you know that we have not as yet received your completed questionnaire for the exemplary practices in placement and follow-up project. As you know, we are hoping to determine both current and exemplary practices in the use of placement and follow-up information and will need to review the questionnaires as soon as possible.

Should you have any questions concerning the project or the questionnaire, please contact Ted Wright, Project Coordinator, at (305) 761-7419.

Thank you for your cooperation and assistance.

MVM:TJW/mjc

EXEMPLARY PRACTICES QUESTIONNAIRE

Please note that some questions may not pertain to both school districts and community colleges. Should you need additional space for responses, please use the back of the questionnaire.

1. Name of the college or school district:

   ____

2. What was the total number of students served by your college or school district in 1978-79?

   Community Colleges

   Vocational/Occupational program enrollment: ______________

   University transfer program enrollment: ______________

   TOTAL enrollment: ______________

   School Districts

   Vocational/Occupational program enrollment: ______________

   General Education program enrollment: ______________

   TOTAL enrollment: ______________

3. Name and title of the person directly responsible for the collection and reporting of placement and follow-up data:

   Name: ______________

   Title: ______________ Phone: ______________

4. What is the current number of staff members directly involved in the collection and reporting of placement and follow-up data?

   Full-time professional: ______________

   Full-time para-professional: ______________

   Full-time clerical: ______________

   Part-time/temporary: ______________

5. Name and title of persons responsible for the decisions made as a result of placement and follow-up data:

____

____

____

____

6. Briefly describe how placement and follow-up information is being used for the improvement of vocational/occupational education programs at your college or school district. More specifically, is there a formal procedure to guarantee the effective utilization of such information?

____

____

____

____

7. What are the specific goals and objectives of your placement and follow-up system other than accreditation requirements or state and federal reporting requirements?

____

____

____

____

8. Have any of these goals or objectives been achieved? Explain briefly.

____

____

____

____

____

9. Have certain standards been established that would dictate action to be taken as a result of placement and follow-up data?

____ Yes ____ No

If so, please explain briefly.

____

____

____

____

____

10. Have any vocational/occupational education programs been added, deleted, or modified as a result of placement and follow-up information?

____ Yes ____ No

If so, please provide the name of the program and reason for the resultant action.

Program	Action Taken	Reason for Action

11. Please provide a specific example of how your college or school district has used placement and follow-up information for the improvement of a vocational/occupational education program.

____

____

____

____

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12. What is the approximate cost of implementing placement and follow-up procedures at your college or school district for one year?

Personnel: ____

Data Processing: ____

Printing: ____

Postage: ____

Other (please specify): ____

13. How is this process funded?

14. How is placement and follow-up information communicated to appropriate members of your college or school district? (Please send a sample of any newsletters, internal reports, etc.)

15. Specifically, how are teachers and counselors at your college or school district utilizing placement and follow-up information?

16. Are your vocational/occupational advisory committees involved in the placement and follow-up process?

____ Yes ____ No

If so, how?

17. How might other institutions benefit from what your college or school district has done with regard to the use of placement and follow-up information?

Thank you for your cooperation. Please use the enclosed stamped envelope to return this questionnaire as soon as possible.

EXEMPLARY PRACTICES RATING FORM

The following questionnaire items were used to determine exemplary practices in the use of placement and follow-up information. A maximum score of 5 was awarded for the open-ended questions; the yes/no items received either 1 or 0, respectively.

Use of Placement and Follow-up Data (Question 6)

0	No procedures (blank)
1	No procedures (explained or indicated)
2	Informal, unclear procedure not used
3	Unclear, limited use
4	Defined, limited use
5	Formal procedure, clearly defined and used

Goals and Objectives (Question 7)

0	No goals or objectives (blank)
1	No goals (explained or indicated)
2	Vague
3	Partially defined
4	Clearly defined
5	Very clearly defined goals and objectives

Achievement of Goals (Question 8)

0	No goals or objectives achieved (blank)
1	No goals or objectives achieved
2	Limited achievement
3	Moderate achievement
4	Significant achievement

Establishment of Standards (Question 9)

0	No
1	Yes

Addition, Deletion, or Modification of Program (Question 10)

0 No

1 Yes

Example Provided (Question 11)

0 No

1 Yes

Communication of Results (Question 14)

0 No communication (blank)

1 No communication (explained)

2 Limited communication

3 Informal communication

4 Newsletters, memos, etc.

5 Formal communication, reports, workshops, etc.

Use by Teachers and Counselors (Question 15)

0 No use (blank)

1 No use (explained or indicated)

2 Limited use

3 Moderate use

4 Significant use

5 Complete use (program modification, counseling tool)

Advisory Committee Involved (Question 16)

0 No

1 Yes

Benefit to Other Institutions (Question 17)

0 No benefit to other institutions (blank)

1 No benefit (explained or indicated)

2 Limited benefit

3 Moderate benefit

4 Significant benefit

5 Great benefit to other institutions

APPENDIX C
SAMPLE COVER LETTERS

DADE COUNTY SCHOOLS

FORM A
Sample Cover Letter to Former Students
on
School or Area Center Letterhead

Date:

Dear Former Student:

The Vocational (Division, Department) of (County, High School, Area Center) is participating in a statewide follow-up survey of former students. The information from this survey will be used for the improvement of vocational programs, both locally and throughout Florida. Let me assure you that your name will not be identified in compiling the results of this survey.

Please take a few minutes and complete the enclosed form. A return envelope is included for your convenience.

Thank you for your cooperation.

Sincerely,

____
(Principal, Area Center Director, or
Teacher)

Enclosures

DADE COUNTY SCHOOLS

FORM B
Sample Reminder Letter to Nonrespondents on School or Area Center Letterhead

Date:

Dear Former Student:

A few weeks ago a questionnaire was mailed to you requesting information regarding your activities since leaving a vocational program (in ____________ County, at ____________ High School, at ____________ Area Center) last year. As we indicated in the original letter, the information from this survey will be used for the improvement of vocational programs both locally and statewide.

To date we have not received your response. Knowing that sometimes the mail does not get through, we are enclosing another form for your convenience. Would you take a few minutes today, complete the form, and drop it in the mail? By doing so you will be of considerable help to those persons who will enroll in future vocational programs.

If you have returned your form in the last few days, please disregard this letter.

Sincerely,

____
(Principal, Area Center Director, or
Teacher)

Enclosures

DADE COUNTY SCHOOLS

FORM C
Sample Cover Letter to Employers on School District, School, or Area Center Letterhead

Date:

Dear ____________:

We need your assistance in providing information to be used in improving vocational education in Florida.

One measure of program effectiveness relates to the performance of former vocational students "on the job." Will you assist us by providing information about the individual listed on the attached form who reportedly has been employed by your organization? If you are unable to provide this information, would you have the person to whom this employee is directly responsible complete the survey? In the event this individual is not currently in your employ, please complete the form based on prior performance. If this individual has not been employed by your organization, please answer questions numbered 1 and 2.

Permission to contact you has been granted by the person named on the attached form. Please be assured that neither you, your organization, the evaluator (if one is used), nor the employee will be identified in compiling the results of this study.

Your assistance in providing the information requested will assist in improving vocational programs in ____________ County and throughout the State.

Sincerely,

____
(Superintendent, Principal, or
Area Center Director)

Enclosures

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

Adult Guidance Center Withdrawal Letter

It has been brought to my attention that you have withdrawn from the regular school program. I thought you might be interested in the various opportunities available to you in Pinellas County as it is my desire to work with you in planning a successful future.

There are many adult programs, both vocational and academic, offered at different locations throughout the county. Evening high schools have credit courses leading to a high school diploma as well as vocational courses to prepare you for a job. Vocational-technical centers offer vocational, technical, and industrial programs for job entry. Courses such as General Education Development (GED) test review and basic reading and writing courses are available at no charge in many locations. Apprenticeship programs are also available. If you need assistance in finding a job, please contact Dr. Tom Noble, Placement Specialist, at 442-1171, ext. 335, Monday through Friday, 8:30 a.m.-3:30 p.m.

Qualified counselors are available to assist you at the centers which are listed on this stationery.* Please feel free to drop in at your nearest center or call for an appointment.

Very truly yours,

Occupational Placement Specialist

/rb (WP)

*Stationery includes listing of centers with addresses and phone numbers.

MANATEE JUNIOR COLLEGE

Dear MJC Alumus:

Several months have now passed since your graduation, and we would like to know how you and the other members of your class feel about your educational experience at Manatee Junior College.

Your response to this survey will help us to detemine which universities/ colleges and jobs our students were placed in after graduation. It will also provide the needed information for an evaluation of the adequacy and effectiveness of our college programs.

Please take a few minutes to fill out the enclosed survey and return it to us at your earliest convenience.

Thank you, and we are looking forward to hearing from you.

Sincerely,

C. E. Criswell
Dean of Students

CEC/jd

Enclosure

DUVAL COUNTY SCHOOLS

ATTENTION

ARE YOU HAVING PROBLEMS GETTING A JOB?

WOULD YOU LIKE TO BE TRAINED FOR A BETTER JOB?

If you are 19 years old or younger, you can return to school and take vocational training without any cost to you.

That's right, if you have dropped out of the Duval County Public School System you can come back to school and take the courses that interest you and can prepare you for a good job. The Duval County Public School System offers a wide variety of vocational courses in many exciting career fields. One of them may interest you.

If you would like someone to contact you about taking vocational training, please fill out the bottom part of this form and return it in the preaddressed stamped envelope along with the green survey form.*

NAME: ____

ADDRESS: ______________________________ ZIP __________

NO. AND STREET

TELEPHONE NUMBER: ____________________

I AM INTERESTED IN THE FOLLOWING VOCATIONAL AREAS:

____

____

*If you would like additional information to help in completing this form, please call 633-5960.

SCCC

SANTA FE
COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

Dear Santa Fe Alumnus:

We are conducting a follow-up study of students who have completed a program of study at Santa Fe Community College. Information from this study will allow us to evaluate and improve our educational programs.

To help us, we ask that you complete this short questionnaire. It will require no more than a few minutes of your time. Your answers will be grouped in a statistical study with those of other former students and the confidentiality of your response is assured.

Please complete the questionnaire and return it today. A pre-addressed, stamped envelope is enclosed for your convenience.

Thank you for your help.

Sincerely yours,

John M. Turner

John M. Turner
Executive Dean for Administration

Post Office Box 1530 3000 N.W. 83rd Street Gainesville, Florida 32601

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N.W. 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF THE PRESIDENT

Dear Santa Fe Alumnus:

Several weeks ago Santa Fe Community College mailed a follow-up questionnaire to all recent graduates. You were included in this group. As explained in the attached letter, the purpose of the questionnaire is to collect data to allow us to evaluate our educational programs.

If you have not returned the questionnaire, please do so today. Your response is very important to us.

The information you provide will remain confidential.

Yours very truly,

John M. Turner

John M. Turner
Executive Dean for Administration

dc

enclosure

SANTA FE COMMUNITY COLLEGE

POST OFFICE BOX 1530
3000 N.W. 83rd STREET
GAINESVILLE, FLORIDA 32601

OFFICE OF THE PRESIDENT

Dear

Santa Fe Community College is a comprehensive two-year institution committed to preparing students for employment as well as for advanced academic activities in other colleges and universities. Periodically we find it helpful to request that employers give us their impressions of the job we have done in training our former students.

Once a year we select a sample of our former students and ask them to indicate where they are employed. We then contact these employers and request specific information which we hope will help us to continually monitor and update our programs.

Our records indicate that was recently
enrolled in the and is presently
employed by you.

I would appreciate your cooperation in completing and returning to me, at your earliest convenience, the enclosed report of your impression of this student's preparation.

Thank you for your cooperation.

Yours very truly,

John P. Sullins
Executive Dean for College
Program Planning & Development

sr

Enclosure

FLORIDA KEYS COMMUNITY COLLEGE
Key West, Florida 33040 (305) 296-9081

GRADUATE'S EVALUATION OF PROGRAM

March 17, 1981

You indicated in a recent placement questionnaire that you are presently employed in a field directly related to the SECRETARIAL program you were associated with while attending Florida Keys Community College.

We feel you are now experiencing the on-the-job effects of a good education. You are therefore qualified to accurately evaluate the CERTIFICATE program which prepared you for your job. Your employer will be asked to complete a similar questionnaire,

Your cooperation in taking a few minutes to complete the enclosed study will help us improve the program for future students. All information that is supplied will be used to improve the relevancy of the program.

Thank you for taking the time to assist us in collecting this data. A self-addressed, stamped envelope is enclosed for your convenience. Your immediate attention to this material is appreciated.

Best wishes for your continued success,

Ann M. Otto
Dean, Student Services

AMO/bb

Enclosures

"THE COLLEGE OF THE KEYS"

SANTA FE
COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

Dear

Santa Fe Community College is a public comprehensive two-year institution committed to preparing students for employment as well as for academic activities in other colleges and universities. Periodically we find it helpful to receive employer impressions of the job we have done.

Once a year we select a sample of our graduates and ask these former students to indicate where they are employed. We then contact their employer and request specific information which we hope will help us to continually monitor and update our programs.

Our records indicate that the following individual recently completed the and is employed by you:

I would appreciate your cooperation in completing and returning to me, at your earliest convenience, the enclosed report of your impressions of this student's preparation.

Thank you for your cooperation.

Yours very truly,

John P. Sullins
Executive Dean for College
Program Planning & Development

sr

enclosure

Post Office Box 1530 3000 N.W. 83rd Street Gainesville, Florida 32601

APPENDIX D

SAMPLE STUDENT QUESTIONNAIRES

FOLLOW—UP SURVEY OF FORMER STUDENTS

District No.________

We need your help to evaluate vocational education programs in Florida. As a former student, the information you provide is essential for program improvement. Please take a few minutes and complete the items on both sides of the sheet. Mark the boxes to indicate answers. The completed form is to be returned in the pre-addressed stamped envelope which is enclosed for your convenience. NO POSTAGE IS NECESSARY. (This report is authorized by Public Law 20 USC 2312 and 20 USC 2391.)

STUDENT IDENTIFICATION

Student ID No.______________________________

Please list your social security number:

__________–__________–______________

1. Since completing your vocational program, have you been available for employment in the type of work for which trained?

☐ Yes

☐ No (If "No", check the one box below which best explains why you have not been available for employment in the type of work for which trained.)

☐ I continued my schooling.

☐ My marital status changed

☐ I became disabled

☐ I started a family

☐ I was unwilling to move to a new location for an available job

☐ I did not take the program to get a job

☐ I am employed in another job

☐ Other (explain)______________________________

2. Have you been employed since leaving your vocational program? ☐ Yes ☐ No
If "No", skip to Question 9.
If "Yes", how many fulltime (30 hours or more per week) jobs have you held since leaving your program?

☐ One ☐ Two ☐ Three ☐ Four or More

3. What is your current employment status? (check one)

☐ Employed (includes all employment, even if below your qualifications; does not include fulltime military service.)

☐ Employed (fulltime military service.)

☐ Unemployed (not employed, but actively seeking employment.)

☐ Not in the labor force (not employed and not seeking employment because of choice, illness, fulltime student status, retirement, pregnancy, or other such reason.)

4. If you are currently employed, please provide the following information on your present job: (If not employed, go to Question 9.)

Name of Company or Firm (if self-employed, please write self):______________________________

Company or Firm Mailing Address:______________________________

____
City State Zip Code

Your Immediate Supervisor:______________________________
Last Name First Name Middle Initial

Your Job Title:______________________________

Your Job Duties:______________________________

____

For District Use

____
SOC Job Code

5. May we contact your employer for information concerning your performance on the job?

☐ Yes (If "Yes", please sign below) ☐ No

Signature:______________________________

6. What is your current salary? (Do not add in overtime.)

(check (X) one)

$______________ per ☐ Hour ☐ Week ☐ Biweekly ☐ Month ☐ Year

DVE 433
Exp. 11/30/80

(Please turn page)

7. The salary in the preceding item is based on how many hours per week employment? ____________hours per week

8. Is this job related to your field of vocational training?

☐ Yes, it is directly or closely related.

☐ No, it is only remotely related or is not related at all.

A. If not related, please check the one box below which best explains why you were not employed in a job related to your training.

☐ Tried, but could not find job in field

☐ I took another job

☐ Pay too low in job for which trained

☐ Have not tried to get job

☐ Other (specify)____________________

9. What is your current educational status? (check one)

☐ Currently attending school.

☐ Not currently attending school. (If not attending, skip to Question 11.)

A. If you are currently enrolled in an educational program, check the one item below which best describes your educational situation:

☐ In school fulltime ☐ In school part-time

B. Kind of school or program:

☐ High School

☐ Area Vocational-Technical Center

☐ Community/Junior College

☐ University/Four-Year College

☐ Private Business/Commercial School

☐ Company Course or School

☐ Apprentice Related Program

☐ Correspondence Course

☐ Other (specify)____________________

10. Is your present educational program related to the vocational program in which you were enrolled?

☐ Yes ☐ No

11. Who helped you find your first job after leaving your vocational program? (Check the one item which best describes the most important assistance you received.)

☐ Vocational teacher, Supervisor or Cooperative Education Coordinator

☐ Occupational/Placement Specialist

☐ School Guidance Counselor

☐ Friend or Relative

☐ Florida State Employment Service

☐ Private Employment Agency

☐ CAPS (Computer Assisted Placement System)

☐ None of the above (specify, if other)____________________

12. How would you rate the training you received in your program?

☐ Very Good ☐ Good ☐ Poor ☐ Very Poor

13. Were you on active duty in the armed forces of the U.S. when you completed your vocational program?

☐ Yes ☐ No

14. Comments about your training:____________________

Thank you for your assistance.
Please return this form in the enclosed pre-addressed envelope. NO POSTAGE IS NECESSARY.

FOR SCHOOL USE ONLY

If this information was obtained by telephone interview, or any method other than direct submission by former student, please indicate by signature of person receiving information.

Signature:____________________

Title:____________________

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

DADE COUNTY PUBLIC SCHOOLS
1979-80 FOLLOW-UP SURVEY

Instructions:
Please respond to each item by clearly marking with an "X".

Examples:

1. **YOUR AGE AT TIME OF GRADUATION WAS:**
   1____16
   2_X_17
   2____18 or above
   4____Does not apply, did not graduate

IN YOUR OPINION, WERE THE FOLLOWING SCHOOL PUBLICATIONS OF HIGH QUALITY?

	Yes	No	
2.	X		Newspaper
3.	X		Yearbook
4.		X	Student Directory
5.		X	Student Handbook

1. **MARITAL STATUS**
   1____Married
   2____Not Married

2. **SEX**
   1____Female
   2____Male

3. **ETHNIC BACKGROUND**
   1____Hispanic (Spanish)
   2____Black (Non Hispanic)
   3____White (Non Hispanic)
   4____Other

4. **LAST GRADE COMPLETED IN SCHOOL**
   1____12th
   2____11th
   3____10th
   4____ 9th
   5____G.E.D.-High School Equivalency Diploma

CHECK EACH ITEM WHICH DESCRIBES WHAT YOU ARE DOING AT THE PRESENT TIME.

5. ____Working full time (30 hours or more per week)
6. ____Working part time (fewer than 30 hours per week)
7. ____Unemployed and looking for work
8. ____Unemployed and not looking for work
9. ____In school full-time
10. ____In school part-time
11. ____In military service
12. ____Homemaker
13. ____Other; please specify ____________

14. **WHO REFERRED YOU TO YOUR PRESENT FULL-TIME JOB?**
    1____Does not apply (not working full-time)
    2____Vocational teacher(s)
    3____Other teacher(s)
    4____School guidance counselor(s)
    5____School placement specialist
    6____Friends or relatives
    7____Others; specify ____________

15. **WHAT TYPE OF SCHOOL ARE YOU NOW ATTENDING?**
    1____Does not apply (not in school)
    2____Adult vocational center
    3____Community junior college
    4____University or four year college
    5____Private business/technical/semi-professional school
    6____Military specialists school
    7____Company course or school
    8____Apprentice related program
    9____Correspondence course
    0____Other; specify ____________

16. **CHECK THE ITEM WHICH BEST DESCRIBES YOUR SITUATION AFTER LEAVING HIGH SCHOOL.**
    1____Did not enroll in college (including junior colleges and technical schools)
    2____Began college but left
    3____Still in college

DID YOUR HIGH SCHOOL PREPARE YOU ADEQUATELY IN EACH OF THE FOLLOWING SUBJECTS?

	Yes	No	
17.	___	___	Reading
18.	___	___	Social Studies
19.	___	___	English
20.	___	___	Science
21.	___	___	Mathematics

DID YOUR HIGH SCHOOL PREPARE YOU ADEQUATELY IN EACH OF THE FOLLOWING MATHEMATICS AREAS?

	Yes	No	
22.	___	___	Computations with whole numbers, fractions and decimals in everyday situations
23.	___	___	Computations with percents in applied situations (including sales tax and interest)
24.	___	___	Ability to make wise choices when comparison shopping
25.	___	___	Reading and understanding information given in graphs, tables and charts
26.	___	___	Using measuring devices to measure weights, lengths, and liquid amounts
27.	___	___	Using geometry in understanding and measuring areas, perimeters, volumes, angles, etc.
28.	___	___	Providing adequate background for advanced math and/or science classes

DID YOUR HIGH SCHOOL PREPARE YOU ADEQUATELY IN EACH OF THE FOLLOWING LANGUAGE ARTS AREAS?

Yes No

29. ___ ___ Writing business letters, including letters of application, complaint, request?
30. ___ ___ Writing academic or business reports
31. ___ ___ Using oral language appropriate to the situation
32. ___ ___ Understanding the power of the mass media (TV, radio, newspapers, etc.)
33. ___ ___ Reading for understanding
34. ___ ___ Reading for enjoyment
35. ___ ___ Reading for information

DURING HIGH SCHOOL, DID YOU (R)

Yes No

36. ___ ___ Have adequate opportunities to express your feelings to your student government representatives?
37. ___ ___ Student government adequately represent your feelings to the school administration?
38. ___ ___ Student government sponsor meaningful activities or projects for students?
39. ___ ___ School provide adequate time and resources to deal with personal, social and/or drug problems.
40. ___ ___ Receive adequate assistance from your counselor when needed.
41. ___ ___ Receive adequate information about how to apply for college admission?
42. ___ ___ Receive adequate information about obtaining financial aid to attend college?
43. ___ ___ Receive financial aid or a scholarship to attend college?

WOULD YOU HAVE CHANGED YOUR AFTER-HIGH-SCHOOL PLANS IF YOU HAD RECEIVED SUFFICIENT FUNDS TO ATTEND THE COLLEGE OF YOUR CHOICE?

Yes No

44. ___ ___

DID MOST OF YOUR HIGH SCHOOL TEACHERS:

Yes No

45. ___ ___ Know or show concern for your interests, abilities and values?
46. ___ ___ Relate their instructions to careers or post-high school education?
47. ___ ___ Adequately plan and prepare for each class session?

DURING HIGH SCHOOL, DID YOU:

Yes No

48. ___ ___ Feel the need for more advanced courses?
49. ___ ___ Know that career counseling and job placement assistance was available **even after** graduation?
50. ___ ___ Meet with your counselor either individually or in a group at least twice each year?

HOW MIGHT THE SCHOOL IMPROVE ITS PROGRAM?

Yes No

51. ___ ___ Allow more opportunity for students to select courses
52. ___ ___ Provide more information on jobs and careers
53. ___ ___ Offer more specific training for a job
54. ___ ___ Offer more assistance in finding employment
55. ___ ___ Reduce class size
56. ___ ___ Provide more opportunities for students to meet with their counselor.
57. ___ ___ Allow students the opportunity to know teachers better
58. ___ ___ Provide more opportunity to become involved in work-school programs
59. ___ ___ Provide more opportunities for cultural experience (art, music, drama, etc.)
60. ___ ___ Provide a special course for **seniors only**, in the areas of marriage and family management.

DID YOU ENJOY YOUR HIGH SCHOOL?

Yes No

61. ___ ___

PLEASE WRITE ANY COMMENTS YOU WOULD LIKE TO MAKE ABOUT YOUR HIGH SCHOOL EXPERIENCE, OR LIST ANY SUGGESTIONS YOU HAVE FOR IMPROVING YOUR SCHOOL'S EDUCATIONAL PROGRAM.

(May be continued on back)

THANK YOU FOR YOUR COOPERATION.
KINDLY RETURN AS SOON AS POSSIBLE —
POSTAGE IS PREPAID

DUVAL COUNTY
SCHOOL BOARD
1450 FLAGLER AVE.
JACKSONVILLE, FLA.

GRADUATE FOLLOW UP SURVEY

WE NEED YOUR HELP TO COLLECT INFORMATION FOR EVALUATING OUR EDUCATIONAL PROGRAMS. AS A FORMER STUDENT, YOUR OPINIONS ARE AMONG THE MOST VALUABLE WE RECEIVE. IF YOU NEED HELP IN COMPLETING THIS FORM PLEASE CALL 633 5960.

STUDENT IDENTIFICATION

STUDENT I.D. NO. ___

THE QUESTIONS THAT FOLLOW REFER TO YOUR HIGH SCHOOL EDUCATION COURSE/PROGRAM

PLEASE TAKE A FEW MINUTES AND COMPLETE THE ITEMS ON BOTH SIDES OF THIS SHEET. MARK SPACES (✓) TO INDICATE ANSWERS. THE COMPLETE FORM IS TO BE RETURNED IN THE PRE-ADDRESSED STAMPED ENVELOPE WHICH IS ENCLOSED FOR YOUR CONVENIENCE, NO POSTAGE IS NECESSARY

A. ALL FORMER STUDENTS

1. DID YOU COMPLETE THE PROGRAM SHOWN TO THE RIGHT OF YOUR NAME?

1. ___ Yes
2. ___ No, withdrew before completion
3. ___ No, took different course/program

2. PLEASE MARK YOUR PRESENT STATUS (MARK ALL THAT APPLY)

1. ___ College, full-time
2. ___ College, part-time
3. ___ School (not college) full-time
4. ___ School (not college) part-time
5. ___ Employed, full-time
6. ___ Employed, part-time
7. ___ Unemployed, looking for work
8. ___ Unemployed, not looking for work
9. ___ Military service
10. ___ Homemaker, full-time
11. ___ None of the above

3. DID YOUR SCHOOL GIVE COUNSELING IN HOW TO GET A JOB? (MARK ALL THAT APPLY)

1. ___ About employment interviews
2. ___ About employment application forms
3. ___ About state employment agencies
4. ___ About private employment agencies
5. ___ About answering want ads
6. ___ About employers to contact

4. PLEASE RATE YOUR FORMER SCHOOL IN TERMS OF FACTORS LISTED BELOW. (MARK ALL THAT APPLY)

	EXC.	GOOD	FAIR	POOR
1. Quality of teaching	A	B	C	D
2. Counseling/guidance	A	B	C	D
3. Career center	A	B	C	D
4. Reading skill develop.	A	B	C	D
5. Writing skill develop.	A	B	C	D
6. Math skill develop.	A	B	C	D
7. Vocational training	A	B	C	D
8. Course selection	A	B	C	D
9. Examinations	A	B	C	D

5. DID ANY SCHOOL PERSONNEL DISCUSS YOUR POST-SCHOOL PLANS WITH YOU DURING YOUR LAST SEMESTER IN SCHOOL? (MARK ALL THAT APPLY)

1. ___ Yes, counselor/occupational specialist
2. ___ Yes, teacher/instructor
3. ___ Yes, other persons
4. ___ No

B. FOR THOSE IN COLLEGE OR SCHOOL (ALL OTHERS SKIP TO SECTION C)

6. PLEASE MARK THE FOLLOWING STATEMENTS CONCERNING YOUR COLLEGE OR SCHOOL.

1. ___ Public 2 yr. college
2. ___ Private 2 yr. college
3. ___ Public 4 yr. college/univ.
4. ___ Private 4 yr. college/univ.
5. ___ Private business/commercial school
6. ___ Military Specialist School
7. ___ Company Course or school
8. ___ Apprentice related program
9. ___ Correspondence course
10. ___ Area vo-tech school
11. ___ Other type school

7. ARE YOUR PRESENT STUDIES RELATED TO YOUR HIGH SCHOOL VOCATIONAL COURSE?

1. ___ Yes
2. ___ No

8. LOCATION OF YOUR SCHOOL OR COLLEGE

1. ___ In state
2. ___ Out of state

9. WHERE DO YOU LIVE WHILE ATTENDING COLLEGE OR SCHOOL?

1. ___ At home
2. ___ At school

C. FOR FORMER VOCATIONAL STUDENTS ONLY (ALL OTHERS SKIP TO SECTION D)

10. UPON FINISHING SCHOOL DID YOU WANT A JOB IN FIELD FOR WHICH YOU WERE TRAINED?

1. ___ Yes
2. ___ No
3. ___ Undecided

PLEASE COMPLETE BACK OF THIS PAGE

11. SINCE COMPLETING THIS VOCATIONAL PROGRAM HAVE YOU BEEN AVAILABLE FOR EMPLOYMENT IN THE TYPE OF WORK FOR WHICH TRAINED?

1. ___ Yes 2. ___ No

If "no", check the answer below which best explains why you were not available for employment in the type of work for which trained.

3. ___ I continued my schooling
4. ___ My marital status changed
5. ___ I became disabled
6. ___ I started a family
7. ___ I was unwilling to move to a new location for an available job
8. ___ I did not take a course to get a job
9. ___ I took another job
10. ___ Other (explain) ______________________

12. HAVE YOU BEEN EMPLOYED SINCE COMPLETING YOUR VOCATIONAL PROGRAM?

1. ___ Yes 2. ___ No

If "yes", how many full-time (30 hours or more per week) jobs have you held since leaving this program?

3. ___ zero 4. ___ one 5. ___ two 6. ___ three 7. ___ four

13. HOW MANY YEARS OF TRAINING DID YOU RECEIVE IN YOUR VOCATIONAL PROGRAM?

1. ___ one 2. ___ two 3. ___ three

14. HOW WOULD YOU RATE THE TRAINING YOU RECEIVED IN YOUR VOCATIONAL PROGRAM?

1. ___ Very good
2. ___ Good
3. ___ Poor
4. ___ Very poor

15. IF YOU ARE PRESENTLY EMPLOYED, OR BEEN EMPLOYED, IS YOUR JOB:(please check only ONE)

1. ___ One for which you were trained by this program? (go to 16)
2. ___ One which uses some of the skills learned in your training? (go to 16)
3. ___ One which uses few or none of the skills learned in your training? (check proper space below)

Check the one space which best explains why you were not employed in a job related to your training

4. ___ Tried, but could not find job in field
5. ___ I took another job
6. ___ Pay too low in job for which trained
7. ___ Have not tried to get job
8. ___ Other (specify) ______________________

D. FOR ALL FORMER STUDENTS WHO ARE NOW EMPLOYED. [illegible] NOT EMPLOYED PLEASE SKIP THIS SECTION)

16. WHO HELPED YOU IN FINDING YOUR FIRST JOB AFTER COMPLETING SCHOOL? (Mark All That Apply)

1. ___ Vocational teacher
2. ___ Supervisor or cooperative education coord.
3. ___ Occupational specialist
4. ___ School guidance counselor
5. ___ Friend or relative
6. ___ Florida state employment service
7. ___ Private employment agency
8. ___ CAPS (computer assisted placement system)
9. ___ None of the above (specify) ______________________

17. DID YOU HAVE YOUR FIRST FULL-TIME JOB LINED UP BEFORE GRADUATION?

1. ___ Yes
2. ___ No

18. HOW SOON AFTER GRADUATION DID YOU START YOUR FIRST FULL-TIME JOB?

1. ___ Immediately	6. ___ 9-10 weeks
2. ___ 1-2 weeks	7. ___ 11-12 weeks
3. ___ 3-4 weeks	8. ___ 13-14 weeks
4. ___ 5-6 weeks	9. ___ 15-16 weeks
5. ___ 6-7 weeks	10. ___ More than 16 weeks

19. YOUR AVERAGE WEEKLY PAY BEFORE TAX IS: (ABSOLUTELY CONFIDENTIAL)

1. ___ Under $75
2. ___ $75 to $99
3. ___ $100 to $124
4. ___ $125 to $149
5. ___ $150 to $199
6. ___ $200 to $249
7. ___ $250 or over

20. MAY WE HAVE PERMISSION TO CONTACT YOUR EMPLOYE[illegible] CONFIDENTIAL INFORMATION CONCERNING YOUR PERFORMANCE ON THE JOB?

1. ___ Yes
2. ___ No

If yes, please sign granting permission

____

21. IF YOU ANSWERED "YES" TO QUESTION 20, PLEASE PRINT THE FOLLOWING INFORMATION:

Name of employer ______________________

Street or Box No. ______________________

City __________ State __________ ZIP ____

Name of your supervisor ______________________

Your job title ______________________

22. PLEASE LIST ANY COMMENT YOU MAY HAVE REGARDING THE EDUCATIONAL PROGRAMS IN DUVAL COUNTY.

____

____

____

____

THANK YOU FOR YOUR COOPERATION.
PLEASE RETURN THIS FORM IN PRE-ADDRESSED ENVELOPE. NO POSTAGE NECESSARY.

CONFIDENTIAL **CONFIDENTIAL**

THE SCHOOL BOARD OF PINELLAS COUNTY
FOLLOW-UP SURVEY

____

____

1. Please check the type of classes you were enrolled in during your last year of high school. (Check one.)

   1. __ General Classes
   2. __ College Preparatory Classes
   3. __ Co-op Classes
   4. __ Business Classes
   5. __ Vocational (Industrial-Technical) Courses (specify) ____________________

2. Have you received your high school diploma?

   1. __ Yes
   2. __ No

3. Please check your activities at this time. (Check all items that apply.)

   01. __ Working full time (30 hours or more per week)
   02. __ Working part time fewer than 30 hours per week)
   03. __ Unemployed, looking for work
   04. __ Unemployed, not looking for work
   05. __ In school full time
   06. __ In school part time
   07. __ Full-time homemaker
   08. __ In military service
   09. __ Other (specify) ________________

   Check kind of school or program. (Check all items that apply.)

   10. __ Area Vocational-Technical School
   11. __ Community/Jr. College
   12. __ University/Four-year College
   13. __ Private Business/Commercial School
   14. __ Military Specialist School
   15. __ Company Course or School
   16. __ Apprenticeship Related Program
   17. __ Correspondence Course
   18. __ Adult High School (day/evening)
   19. __ Other (specify) ________________________

4. Please check which teaching methods seemed best for you. (Check one or more.)

   01. __ Small-group work
   02. __ Individualized work
   03. __ Discussion (class or group)
   04. __ Laboratory (hands-on activities)
   05. __ Demonstration
   06. __ Question and Answer
   07. __ Slides, films, tapes, filmstrips
   08. __ Lecture
   09. __ Research
   10. __ Student reports
   11. __ Study guides or programmed instruction

THE SCHOOL BOARD OF PINELLAS COUNTY
FOLLOW-UP SURVEY (cont'd.)

5. Please indicate how you felt about your teachers in the following areas. (Please place a check in the YES or NO box.)

		YES	NO
A.	Showed concern for your interests, abilities, and values	01. ☐	06. ☐
B.	Adequately planned and prepared for each class	02. ☐	07. ☐
C.	Related their instruction to your careers or post-high school educational plans	03. ☐	08. ☐
D.	Used good and varied teaching techniques	04. ☐	09. ☐
E.	Had good class control and established a good atmosphere for learning	05. ☐	10. ☐

6. Please check the area that would have best improved your high school experience. (Check one or more.)

01. ___ Fewer required courses/ more elective courses
02. ___ Fewer electives/more required courses
03. ___ More audiovisual material and field trips
04. ___ More related on-the-job training programs
05. ___ More cooperative education programs
06. ___ More information needed for college entrance
07. ___ More advanced or honor courses
08. ___ More time with counselors
09. ___ More career and job information
10. ___ Update course materials
11. ___ Provide opportunity to participate in extra-curricular activities
12. ___ More financial aid information for college
13. ___ More basic grammar and composition skills
14. ___ Other (specify) ______

7. What part of your high school experience do you feel is most beneficial to you today? (Please check one or more.)

1. ___ Course work
2. ___ Clubs and social activities
3. ___ Sports and athletics
4. ___ Acquaintances you made
5. ___ Counseling you received that assisted you in making career decisions

COMMENTS: ______________________________

THE SCHOOL BOARD OF PINELLAS COUNTY
FOLLOW-UP SURVEY (cont'd.)

8. Please evaluate the following high school courses by: I. Quality of Instruction, and II. Content of Course. (A-Excellent; B-Good; C-Fair; D-Poor; E-Didn't Take Course)

	Instruction	Content
Language Arts		
English	01. ___	20. ___
Speech/Drama	02. ___	21. ___
Journalism	03. ___	22. ___
Science		
Biology	04. ___	23. ___
Chemistry	05. ___	24. ___
Other: ____	06. ___	25. ___
Health Education		
Drug Use/Abuse	07. ___	26. ___
Family Life Skills	08. ___	27. ___
Personal Health Habits	09. ___	28. ___
Reading		
College Bound	10. ___	29. ___
Developmental	11. ___	30. ___
Corrective	12. ___	31. ___
Social Studies		
American History	13. ___	32. ___
World History	14. ___	33. ___
Comparative Political Systems	15. ___	34. ___
Foreign Language		
Spanish	16. ___	35. ___
French	17. ___	36. ___
Other: ____	18. ___	37. ___
Math	19. ___	38. ___

	Instruction	Content
Business Education		
Clerical	39. ___	56. ___
Secretarial	40. ___	57. ___
Accounting/Data Processing	41. ___	58. ___
Cooperative Education		
DCT	42. ___	59. ___
DE	43. ___	60. ___
WE	44. ___	61. ___
Home Economics		
Child Care Services	45. ___	62. ___
Clothing Services	46. ___	63. ___
Consumer and Homemaking	47. ___	64. ___
Vocational Education		
Architecture	48. ___	65. ___
Materials and Process	49. ___	66. ___
Engineering/Drawing	50. ___	67. ___
Music		
Choral	51. ___	68. ___
Instrumental	52. ___	69. ___
Art	53. ___	70. ___
Physical Ed	54. ___	71. ___
Voc. Industrial Technical Ed.	55. ___	72. ___

THE SCHOOL BOARD OF PINELLAS COUNTY
FOLLOW-UP SURVEY (cont'd)

9. Please indicate which of the following people helped you most in planning your future while you were in high school. (Check one or more.)

1. __ Teachers
2. __ Guidance counselor
3. __ Occupational specialist
4. __ Friends of your own age
5. __ Adult friends
6. __ Parents or other relatives

10. Please indicate which of the following assisted you in securing your present educational or employment placement. (Check one or more.)

1. __ Teacher
2. __ Guidance counselor
3. __ Occupational specialist
3. __ Co-op instructor
5. __ State employment agency
6. __ Private employment agency
7. __ Newspaper want ad
8. __ Friend
9. __ Parents or other relatives

11. From your experiences since high school, how would you rate your preparation in each of the following basic areas?

	Satisfactory	Unsatisfactory
Math	1. ____	4. ____
Reading	2. ____	5. ____
Language Skills	3. ____	6. ____

12. Additional Comments: ____

____

____

13. May we have your permission to contact your employer?

1. __ Yes 2. __ No

14. If presently employed or attending school, please list completely the following information. (If unemployed, list last employer.)

Firm Name ______________________

Street or P.O. Box ______________________

City, State or Zip Code ______________________

Job Title ______________________

School Name ______________________

Street or P.O. Box ______________________

City, State or Zip Code ______________________

Job Title ______________________

THANK YOU FOR YOUR COOPERATION

Pinellas County, Florida
SENIOR SURVEY

High School ________________ Graduation ___ January, 198___
___ June, 198___

Name (LAST) (FIRST) (INITIAL) ________________ Present Age: ___________

Birthdate: ___________

Street Address ________________

Social Security Number: ___________

City ________________ Zip

Home Phone No.: ___________

What are your plans after graduation: (Please check the ONE you consider to be your FULL-TIME activity during the year after graduation):

(Please check the ONE, if any you consider to be a PART-TIME activity during the year after graduation):

___	Vocational-Technical Center, In Florida ___ Out of State ___		___
___	Junior College, In Florida ___ Out of State ___	Public (State) ___ Private ___	___
___	College/University, In Florida ___ Out of State ___	Public (State) ___ Private ___	___
___	Private Business/Commercial School, In Florida ___ Out of State ___		___
___	Armed Services (Army, Navy, Air Force, Marines, Coast Guard)		___
___	Employment		___
___	Other (please indicate): ___________		___

Are you working at this time?
___ Yes (at least 30 hrs./wk.)
___ Yes (less than 30 hrs./wk.)
___ No

If working, please name employer/company: ________________

Do you want further assistance from your counselor in obtaining educational information?

___ Yes ___ No

Do you want further assistance from your occupational placement specialist in obtaining career/employment information?

___ Yes ___ No

FLORIDA KEYS COMMUNITY COLLEGE
GRADUATE'S EVALUATION OF PROGRAM
SECRETARIAL COMPETENCIES

DIRECTIONS:

ON THE LEFT SIDE CHECK THE COLUMN YOU THINK BEST DESCRIBES THE RELEVANCY OF THAT OBJECTIVE TO THE JOB FOR WHICH YOU WERE PREPARED.

ON THE RIGHT SIDE CHECK THE COLUMN WHICH BEST DESCRIBES HOW WELL YOUR PROGRAM OF STUDY AT FLORIDA KEYS COMMUNITY COLLEGE PREPARED YOU TO ACCOMPLISH THESE OBJECTIVES.

A GRADUATE OF THE SECRETARIAL PROGRAM WILL BE ABLE TO:

Job Relevancy					Job Relevancy		
low	avg.	high			low	avg.	high
☐	☐	☐	1.	Understand an employer's responsibilities and duties to clients or customers.	☐	☐	☐
☐	☐	☐	2.	Follow office procedures in an office environment, insurance company, or other.	☐	☐	☐
☐	☐	☐	3.	Type legal documents in the correct form, including covers.	☐	☐	☐
☐	☐	☐	4.	Be able to set up an office file and to file and find papers.	☐	☐	☐
☐	☐	☐	5.	Operate transcribing machines for correspondence, legal documents, depositions, etc.	☐	☐	☐
☐	☐	☐	6.	Take shorthand dictation at upwards of 80 words per minute; type mailable transcripts at an accepted rate of production.	☐	☐	☐
☐	☐	☐	7.	Understand, spell, and transcribe terminology appropriate for the job assigned.	☐	☐	☐
☐	☐	☐	8.	Accept the confidentiality of an employer's business for both the employer and the client.	☐	☐	☐
☐	☐	☐	9.	Answer the phone, take phone messages, and keep an appointment book.	☐	☐	☐
☐	☐	☐	10.	Receive office callers in a manner acceptable to the caller and employer.	☐	☐	☐

Job Relevancy					Job Relevancy		
low	avg.	high			low	avg.	high
☐	☐	☐	11.	Create mailable letters, after ample experience has been gained in the office.	☐	☐	☐
☐	☐	☐	12.	Operate a calculator in order to check figures being typed; also catch any mathematical errors in documents being processed.	☐	☐	☐
☐	☐	☐	13.	Make machine and typed master copies for duplicating; duplicate same on a fluid ditto or mimeograph machine.	☐	☐	☐
☐	☐	☐	14.	Be cognizant of the responsibilities of management in a typical office.	☐	☐	☐

ANY COMMENTS CONCERNING YOUR PROGRAM ARE WELCOME:

CONFIDENTIAL CONFIDENTIAL

MANATEE JUNIOR COLLEGE
VERITAS 1957 LIBERTAS

FOLLOW-UP SURVEY

____
(Print last name as recorded at MJC) (First Name) (Middle Name) (Married name, if different from recorded name)

____
(Present Address) (City) (State) (Zip Code)

☐☐☐ ☐☐ ☐☐☐☐ ______________________________
(Social Security Number) (Home Phone) (Business Phone)

A. PLACEMENT STATUS

What are you doing at the present time? (Check all appropriate items in 1-9)

1. ________ I am employed full-time in a field related to my training at MJC, including military. (30 hours or more per week).
2. ________ I am employed full-time in a field NOT related to my training at MJC, including military. (30 hours or more per week).
3. ________ I am employed part-time (fewer than 30 hours per week).
4. ________ I am awaiting placement in the job market.
5. ________ I am attending college/school (full or part time).
6. ________ I am a housewife (full or part time).
7. ________ I am awaiting acceptance in an educational program.
8. ________ I am not available for placement at this time. I have no immediate plans to continue my education or to seek employment.
9. ________ Other ______________________________

B. EDUCATIONAL STATUS

If you are enrolled in an educational program, please complete questions 1-4. If not, skip to Section C.

1. What is the name and location of the college/school you are attending?

____
NAME CITY STATE

2. Please write in your major/program for the above college/school. ______________________
3. How well did our college prepare you for your new degree program? (Check one)

A. ________ Excellent preparation C. ________ Fair preparation E. ________ Inadequate preparation
B. ________ Good preparation D. ________ Poor preparation

4. Did you have any difficulty in transferring credits when you enrolled for your present program? (Check one)

A. ________ No, I did not experience difficulty in transferring.
B. ________ Yes, I experienced difficulty in transferring. Please briefly indicate the nature of the difficulty.

____
____

C. JOB STATUS

If you are working full or part-time, please complete questions 1-4. If you are not working, skip to Section D.

1. Name of employer ______________________________
2. What kind of work does this job involve? (For example, accounting, teaching, electrical engineering, welding)

____

3. How well do you feel our college prepared you for this job? (Check one)

A. ________ Excellent preparation C. ________ Fair preparation E. ________ Inadequate preparation
B. ________ Good preparation D. ________ Poor preparation

4. If you are employed FULL-TIME, please indicate your approximate average monthly salary range (gross) below. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.

A. ________ Up to $300
B. ________ $300-$400
C. ________ $500-$599
D. ________ $600-$699
E. ________ $700-$799
F. ________ $700-$799
G. ________ $800-$899
H. ________ $900-$999
I. ________ $1,000-$1,099
J. ________ $1,100-$1,199
K. ________ $1,200-Up

D. GENERAL EDUCATION AND GRADUATION REQUIREMENTS

Please evaluate the MJC General Education and Graduation Requirements according to the quality of instruction and how well the content of each area met your needs.

(A) Excellent
(B) Good
(C) Fair
(D) Poor
(E) Inadequate
(F) Not taken while attending MJC

	Quality of Instruction	*How worthwhile was the course content to you?*
COMMUNICATIONS (Freshman English, Speech)	________	________
SOCIAL SCIENCE (History, Government, Social Studies)	________	________
MATHEMATICS (General Math, Intermediate and College Algebra)	________	________
SCIENCE (Biology, Physical Science, Botany, Zoology, Introduction to Chemistry)	________	________
HUMANITIES (Art & Theatre Appr., Religion, Anthropology, Philosophy, Literature, Musical Experience)	________	________
PHYSICAL EDUCATION (Activity Courses)	________	________

E. MAJOR COURSES IN YOUR MJC PROGRAM OR AREA OF STUDY OTHER THAN GENERAL EDUCATION COURSES.

Please rate those courses IN YOUR MAJOR FIELD OF STUDY according to how well they fulfilled your own individual needs.

(A) Excellent
(B) Good
(C) Fair
(D) Poor
(E) Inadequate

1.________Class size
2.________Quality of instruction
3.________Instructor interest
4.________Content of courses
5.________Accessibility of instructors
6.________Text book & instructional materials used
7.________Intellectual stimulation
8.________Course outline or syllabus

F. SUPPORT SERVICES

Please rate only those college services below that you have utilized according to how well they fulfilled your own individual needs.

(A) Completely satisfied
(B) Reasonably Satisfied
(C) Neither satisfied or dissatisfied
(D) Slightly dissatisfied
(E) Very dissatisfied
(F) Not applicable

1.________Classroom facilities and equipment
2.________Bookstore
3.________Library facilities and services
4.________Student advisement services
5.________Career planning services
6.________University transfer placement assistance.
7.________Job placement assistance
8.________College-sponsored activities
9.________Intramural athletic programs
10.________Financial aid services
11.________Veterans services

G. SKILLS

Please evaluate your skills in the following areas:

(A) More than adequate
(B) Adequate
(C) Need additional training

	Upon Entering MJC	*Upon Graduating from MJC*
1. Reading Skills	________	________
2. Writing Skills	________	________
3. Mathematical Skills	________	________
4. Speaking Skills	________	________
5. Study Skills	________	________
6. Artistic Skills	________	________

Please list any comments concerning your educational experience at MJC.

____
____
____
____
____

Thank you for your cooperation.

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FOLLOW-UP SURVEY

(Print last name as recorded at MJC)	(First Name)	(Middle Name)	(Married name, if different from recorded name)

(Present Address)	(City)	(State)	(Zip Code)

☐☐☐ ☐☐ ☐☐☐☐ (Social Security Number)	(Home Phone)	(Business Phone)

1. What was your **PRIMARY** objective in attending our two-year college?

a.________Improvement of existing "job skills."
b.________Preparation for "job to be obtained." — A.S. degree or Certificate
c.________University transfer credit. — A.A. degree
d.________Personal interest.
e.________Other (describe) ____

2. How long were you enrolled before you left this college? (Check one)

a.________Less than one term.
b.________One term, but less than one year.
c.________One year or more, but less than two years.
d.________Two years or more, but less than three years.
e.________Three years or more.

3. Were you primarily a full-time (12 hours or more) or part-time student while you attended this school? (Check one)

a.________Primarily full time.
b.________Primarily part time.

4. During your last two terms at this college, were you employed in a job for which you received wages? (Check one)

a.________Not employed at all.
b.________Employed 1-10 hours/week.
c.________Employed 11-20 hours/week.
d.________Employed 21-35 hours/week.
e.________Employed 36 hours or more/week.

5. How satisfied are you with your experience at this college in each of the following areas? (Check one answer for each statement.)

a. Completely satisfied
b. Reasonably satisfied
c. Neither satisfied nor dissatisfied
d. Slightly dissatisfied
e. Very dissatisfied
x. Not Applicable

(1)________ Your overall impression of courses in your major/program.
(2)________ Your overall impression of other required courses.
(3)________ The overall quality of instruction.
(4)________ Availability of courses offered that were of interest to you.
(5)________ Instructor interest.
(6)________ The accessibility of instructors.
(7)________ Helpfulness of instructors/advisers in assisting you with career plans.
(8)________ Helpfulness of Student Personnel Office counselors in assisting you with career plans.
(9)________ Grading/Testing.
(10)________ Class Size.
(11)________ Instructional media.

5. Please evaluate the following MJC support services, in terms of quality and availability according to your degree of satisfaction.

a. Completely satisfied
b. Reasonably satisfied
c. Neither satisfied nor dissatisfied
d. Slightly dissatisfied
e. Very dissatisfied
x. Not applicable

(1)________Classroom facilities and equipment
(2)________Book Store
(3)________Library facilities and services
(4)________Student advisement services
(5)________Career planning services
(6)________University transfer placement assistance
(7)________Job placement assistance
(8)________College-sponsored activities
(9)________Intramural athletic programs
(10)________Financial aid services
(11)________Veterans service

7. Listed below are several reasons why a student might leave school. To what extent are these your reasons for leaving this school? (CHECK THE APPROPRIATE RESPONSE) (✓)

	Not A Reason 1	Minor Reason 2	Moderate Reason 3	Major Reason 4
Academic				
(1) Low grades				
(2) Found courses too difficult				
(3) Inadequate study techniques or habits				
(4) Needed a temporary break from studies				
(5) Major or courses not available at this school				
(6) Unsure of major and needed to leave school to decide on possible careers				
(7) Course work not challenging				
(8) Learned what I came to learn				
(9) Dissatisfaction with major department				
Employment				
(10) Conflict between job and studies				
(11) Accepted a job				
(12) Went into military service				
(13) Couldn't find a job				
Financial				
(14) Not enough money to go to school				
(15) Applied but could not obtain financial aid				
(16) Financial aid was not sufficient				
(17) Child care not available or too costly				
Personal Circumstances				
(18) Found study too time-consuming				
(19) Home responsibilities were too great				
(20) Illness				
(21) Personal problems				
(22) Fulfilled my personal goals in schooling				
(23) Marital situation changed my education plans				
(24) Moved out of the area				
(25) Transportation				
Other, (please specify) ____________________				

8. Which of the following statements best describes your current educational status? (Check the appropriate response.)

______ a. I have transferred to another college/university.
______ b. I have withdrawn from college, but hope to return at a later date to continue my education.
______ c. I have achieved my educational goal even though I did not complete the program.
______ d. I did not achieve my educational goal and I do not now plan to continue my education.

9. Please write in the space below the one thing which, if changed for the better, would have encouraged you to stay at this school.

____

____

____

____

Thank you for your cooperation.

COLLEGE: SANTA FE COMMUNITY COLLEGE **REPORTING YEAR: 1979-80**

COMPLETER/LEAVER FOLLOW-UP FORM

(A.S. STUDENTS)

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely.

---

1. What is your current educational status? (Check one)

____Currently attending school at ____
____Not currently attending school

2. Please check below if the course(s) you took at Santa Fe helped you in your occupational area in any of the following ways.

____Helped to obtain job
____Helped performance on present job
____Helped advance on present job
____None of the above
____Other (describe) ____

3. What is your current employment status? (Check one)

____Employed (Includes all employment, even if below your qualifications; does not include full-time military service.)
____Full-time military service
____Unemployed (Not employed, but actively seeking employment.)
____Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.)

NOTE: *IF UNEMPLOYED OR NOT IN LABOR FORCE, SKIP TO NUMBER 12.*

---

4. Please provide the following information on your job:

____
Name of Company or Firm: (If self-employed, please write self)

____
Company or Firm Mailing Address

______________ ______________ ______________
City State Zip Code

Your Immediate Supervisor:

______________ ______________ ______________
Last Name First Name M.I.

5. PRESENT JOB INFORMATION:

Job Title: ____

Job Duties: ____
____
____

6. Is this job related to your field of vocational training?

____Yes, it is directly or closely related
____No, it is only remotely related or is not related at all. (If no, please check any of the following that apply and skip to question 12.)

    ____Transferred to a four-year college
    ____Not sufficiently qualified for a job in my field of college preparation
    ____Preferred to work in another field
    ____Found better paying job in another field
    ____Could not find a job in field of preparation
    ____Worked previously in field of preparation, but changed
    ____Other (describe) ____

7. How would you rate the training you received at Santa Fe in relation to its usefulness to you in performing your job?

____Very Good
____Good
____Neutral
____Poor
____Very Poor

8. What is your current salary? (Do not add in overtime)

$ __________ per __________

9. The salary in the preceding item is based on how many hours per week employment?

____________ hours per week

10. Please rate your safisfaction with your present job.

	Very Good	Good	Neutral	Poor	Very Poor
Salary	☐	☐	☐	☐	☐
Opportunities for salary increases	☐	☐	☐	☐	☐
Opportunities for advancement	☐	☐	☐	☐	☐
Job enjoyment	☐	☐	☐	☐	☐
Fringe benefits	☐	☐	☐	☐	☐
Job importance to you	☐	☐	☐	☐	☐
Communication with superiors	☐	☐	☐	☐	☐

11. How did you locate your first job after leaving Santa Fe?

____Faculty at Santa Fe
____Santa Fe Community College's placement office
____Employment agency
____Family or friend
____Newspaper
____Held same job while attending Santa Fe
____Other

12. How would you rate the availability of jobs in your occupational area?

____Very good
____Good
____Neutral
____Poor
____Very Poor

13. Would you recommend Santa Fe to your friends?

____Yes
____No

14. Did your education at Santa Fe provide you with an adequate foundation for further employment?

____Yes
____No (If no, please use the space below to tell us how it could be improved.)

PLEASE USE THIS SPACE FOR ANY COMMENTS.

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

NCES Form 2404-5. This report is authorized by PL 94-482 (20 USC 2391).

COLLEGE: SANTA FE COMMUNITY COLLEGE **REPORTING PERIOD: 1979-80**

COMPLETER/LEAVER FOLLOW-UP FORM
(A.A. STUDENTS)

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely.

1. What is your current educational status? (Check one)

____Currently attending school
____Not currently attending school (If not attending school, skip to question 4.)

2. University or college currently attending.

____

3. Did your education at Santa Fe provide you with an adequate foundation for further education?

____Yes
____No (If no, please use the back of the form to tell us how it could be improved.)

- -

4. What is your current employment status? (Check one)

____Employed (Includes all employment, even if below your qualifications; does not include full-time military service.)
____Full-time military service
____Unemployed (Not employed, but actively seeking employment.)
____Not in the labor force (Not employed and not seeking employment because of choice, illness, full time student status, retirement, pregnancy, or other such reason.)
____Other

NOTE: *IF UNEMPLOYED OR NOT IN LABOR FORCE, PLEASE SKIP TO QUESTION 10.*

5. Please provide the following information on your job:

____
Name of Company or Firm: (If self employed, please write self)

____
Company or Firm Mailing Address

____________	____________	____________
City	State	Zip Code

Your Immediate Supervisor:

____________	____________	____________
Last Name	First Name	M.I.

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6. PRESENT JOB INFORMATION:

Job Title: ____

Job Duties: ____

____

____

7. Is this job related to your field of vocational training?

____Yes
____No, it is only remotely related or is not related at all.

8. What is your current salary? (Do not add in overtime)

$ ______________ per ______________

9. The salary in the preceding item is based on how many hours per week employment?

______________ hours per week

10. Did your education at Santa Fe provide you with an adequate foundation for further employment?

____Yes
____No (If no, please use the back of the form to tell how it could be improved.)

11. Would you recommend Santa Fe to your friends?

____Yes
____No

12. The following items describe aspects and services of Santa Fe Community College. In the appropriate space to the right of each statement would you please check the degree to which you were satisfied?

	Very Good	Good	Neutral	Poor	Very Poor	No Comment
Overall quality of instruction	☐	☐	☐	☐	☐	☐
Counseling for course selection	☐	☐	☐	☐	☐	☐
Academic atmosphere	☐	☐	☐	☐	☐	☐
Grading/Testing	☐	☐	☐	☐	☐	☐
Content of courses	☐	☐	☐	☐	☐	☐
Job placement assistance	☐	☐	☐	☐	☐	☐
Learning Labs	☐	☐	☐	☐	☐	☐
Library Services	☐	☐	☐	☐	☐	☐

Confidential

VALENCIA COMMUNITY COLLEGE
GRADUATE FOLLOW-UP

Name and Address Correction

____

____

____

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

PLEASE CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR ANSWER (i.e. 1 ② 3 4)

	SECTION A EVERYONE SHOULD COMPLETE THIS SECTION	For Office Use
1.	What was your major/program at our college? (Specify) ______________________	16
2.	What was your primary objective in attending VCC? 1. Exploration of new career or academic areas 2. Preparation for immediate entry into a career 3. Preparation for transfer to a four-year institution 4. Update skills for a job currently held 5. Interest and self-enrichment 6. Other (Specify) ______________________	17
3.	Was your goal as indicated in question 2 achieved? 1. Yes 2. No If your answer is no, please explain. ______________________	18
4.	What was your cumulative grade point average at VCC? 1. 3.5 - 4.0 3. 2.5 - 2.9 2. 3.0 - 3.4 4. 2.0 - 2.4	19
5.	Did you attend day or night courses? 1. Day 2. Night 3. Both, Day & Night	20
6.	What is your current educational status? 1. Currently attending school 2. Not currently attending school	21

7. What is your current employment status? 22

1. Employed (Includes all employment, even if below your qualifications; does not include full-time military services.)
2. Employed (Full-time military service.)
3. Unemployed (Not employed, but actively seeking employment)
4. Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

8. How well did VCC prepare you in each of the following areas? 23-26

		Excellently	Adequately	Poorly
1.	Knowledge of major field of study	1	2	3
2.	Job skills or learning skills	1	2	3
3.	Communication skills (oral or written)	1	2	3
4.	General education	1	2	3

9. Please indicate your degree of satisfaction with the following aspects of VCC based on your experience. Circle the number which represents your response. 27-43

1. Very Satisfied
2. Satisfied
3: Dissatisfied
4. Very Dissatisfied
5. No basis for an opinion

1.	Admission procedures	1	2	3	4	5
2.	Counseling/guidance services	1	2	3	4	5
3.	Placement tests (Assessment)	1	2	3	4	5
4.	Student Orientation & advising	1	2	3	4	5
5.	Registration procedures	1	2	3	4	5
6.	Financial Aid services	1	2	3	4	5
7.	Veterans services	1	2	3	4	5
8.	Health services	1	2	3	4	5
9.	Graduation procedures	1	2	3	4	5
10.	Course offerings	1	2	3	4	5
11.	Instructor academic advisement	1	2	3	4	5
12.	Course content in your major field of study	1	2	3	4	5
13.	Instructor's interest in and accessibility to students	1	2	3	4	5
14.	Classroom instruction in your major field of study	1	2	3	4	5
15.	Classroom/laboratory facilities	1	2	3	4	5
16.	Learning Resource Center (library services, learning lab)	1	2	3	4	5
17.	Bookstore services	1	2	3	4	5

SECTION B IF YOU ARE EMPLOYED, PLEASE COMPLETE THIS SECTION

10. Please provide the following information on your present job: 44-45

A. Name of Company or Firm (If self-employed, please write self).

Company or Firm Mailing Address

City State Zip Code

Your immediate supervisor

Last Name First Name Middle Initial

B. Present Job Information:

Job Title____________________________________

Job Duties ____________________________________

11. A. Is this job related to your field of vocational training? 46-47

   1. Yes, it is directly or closely related
   2. No, it is only remotely related or is not related at all

   B. If your present job is related to your field of vocational training, may we have your permission to contact your employer to evaluate the program you completed?

   1. Yes 2. No

12. What is your current salary before deductions? (Do not add in overtime) 48-52

   $ ______________ per ______________

13. The salary in the preceding item is based on how many hours per week employment? 53-54

   ______________ hours per week

14. When did you begin working? 55

   1. Before enrolling at VCC
   2. Before graduating from VCC
   3. After graduating from VCC

15. How would you rate the training you received at our college in relation to its usefulness to you in performing your job. 56

   1. Excellent
   2. Adequate
   3. Inadequate

16. If your present job is not related to the major/program you completed at VCC, please indicate the principle reason why. 57

   1. Was already working with present employer before I completed the program
   2. Not sufficiently qualified for a job in my field of preparation
   3. Preferred to work in another field
   4. Found better paying job in another field
   5. Could not find a job in my field of preparation
   6. Could not find a job in my field without relocating
   7. Previously worked in field of preparation, but changed
   8. Other (Specify)____________________________________

SECTION C IF YOU HAVE ATTENDED ANOTHER COLLEGE SINCE LEAVING VCC, PLEASE COMPLETE THIS SECTION.

17. What is the name and location of the institution you are now attending or most recently attended? 58-59

________________________ Name

________________________ Location

18. What best describes this institution? 60

1. Four-year college or university
2. Technical school
3. Two-year college
4. Other (Specify)____________________

19. Did you experience any difficulty in transferring to the above-named institution? 61

1. No
2. Yes (Specify difficulty)____________________

20. Was your program of study at VCC related to your program of further education? 62

1. Yes, very much
2. Yes, somewhat
3. No, or very little

21. How well did your program of study at VCC prepare you for your further education? 63

1. Excellent
2. Adequate
3. Inadequate

22. Please indicate your enrollment status and classification at the above-named college. 64-65

A. Status

1. Full-time student (12 hours or more)
2. Part-time student (less than 12 hours)
3. Not currently enrolled

B. Latest Classification

1. Junior
2. Senior
3. Obtained a bachelor's degree
4. Other (Specify) ____________________

23. What is your current major? (Specify)____________________ 66-67

24. What is/was your cumulative grade point average at the college named above? 68

1. 3.5 - 4.0
2. 3.0 - 3.4
3. 2.5 - 2.9
4. 2.0 - 2.4
5. Below - 1.9

SECTION D COMMENTS

25. Open comments and suggestions -- Please make comments and suggestions that you feel will help Valencia do a better job serving students. 69-70

____

____

____

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE.

Supplemental Items

DATA PROCESSING PROGRAM

The following items pertain specifically to graduates in the Data Processing Program. Your response will be reviewed by the department chairperson and program director.

1. Specify your primary duties and responsbilities for your employment position.

____

____

2. How much job experience have you had in this job or in a job related to what you are doing?

______ none
______ less than 6 months
______ 6-12 months
______ over 1 year

3. List the required occupational courses that were of most value or of least value to you in your job performance.

Subjects of Most Value	Subjects of Least Value

4. Identify any major areas of your employment that you find you needed additional coursework for.

____

____

5. List by function what machines or major equipment you are required to operate in your position (e.g., typewriter, calculator, keypunch, etc.).

____

____

6. What were the educational and experience requirements for your present position?

____

____

7. Are you required to be an active member of any professional organization, e.g., Orlando Advertising Association, etc.? Please list.

____________________ ____________________

8. Are you interested in taking other courses in your occupational areas?

   1. No
   2. Yes, specify course(s) ______________________________

____

9. List any suggestions you have to offer for improvement of the program.

____

____

APPENDIX E

SAMPLE LEAVER QUESTIONNAIRES

DUVAL COUNTY
SCHOOL BOARD
1450 FLAGLER AVE.
JACKSONVILLE, FLA.

FOLLOW - UP SURVEY

WE NEED YOUR HELP TO COLLECT INFORMATION FOR EVALUATING OUR EDUCATIONAL PROGRAMS. AS A FORMER STUDENT, YOUR OPINIONS ARE AMONG THE MOST VALUABLE WE RECEIVE. IF YOU NEED HELP IN COMPLETING THIS FORM PLEASE CALL 633-5960.

STUDENT IDENTIFICATION

STUDENT I.D. NUMBER	
SCHOOL NUMBER	

PLEASE COMPLETE THE ITEMS ON BOTH SIDES OF THE SHEET. THE COMPLETE FORM IS TO BE RETURNED IN THE PRE-ADDRESSED STAMPED ENVELOPE WHICH IS ENCLOSED FOR YOUR CONVENIENCE. NO POSTAGE IS NECESSARY.

YOUR PRESENT STATUS

A. WHAT ARE YOU DOING AT THE PRESENT TIME? (Mark All That Apply)

1. ____ Employed full-time
2. ____ Employed part-time
3. ____ Unemployed and looking for work
4. ____ Unemployed and not looking for work
5. ____ In school full-time
6. ____ In school part-time
7. ____ Full-time homemaker
8. ____ In Military Service
9. ____ Other ____________________ (specify)

YOUR SCHOOL EXPERIENCE

B. HOW LONG HAD YOU ATTENDED THE PUBLIC SCHOOLS IN DUVAL COUNTY?

1. ____ One year or less
2. ____ One to two years
3. ____ Two to four years
4. ____ Four years or longer

C. WHAT COURSE OF STUDY WERE YOU TAKING OR PLANNING TO TAKE IN SENIOR HIGH SCHOOL?

1. ____ Academic
2. ____ Vocational ____________________ (your vocational program)
3. ____ Undecided
4. ____ Do not know

D. AT THE TIME YOU STARTED JUNIOR/SENIOR HIGH SCHOOL, DID YOU PLAN TO GRADUATE?

1. ____ Yes 2. ____ No

E. WITH WHOM DID YOU DISCUSS YOUR DECISION TO LEAVE SCHOOL? (Mark All That Apply)

1. ____ Parent
2. ____ Relative
3. ____ Friend
4. ____ Teacher
5. ____ Counselor
6. ____ Occupational Specialist
7. ____ Other ____________________ (specify)

F. WHICH OF THE FOLLOWING COULD HAVE ENCOURAGED YOU TO STAY IN SCHOOL? (Mark All That Apply)

1. ____ Different courses
2. ____ Financial aid
3. ____ More guidance
4. ____ Individual tutoring
5. ____ More choice of teachers
6. ____ Other ____________________ (specify)
7. ____ Nothing could have encouraged me to stay

G. WHAT SPECIAL EFFORTS WERE MADE TO ENCOURAGE YOU TO STAY IN SCHOOL? (Mark All That Apply)

1. ____ Referral to counselor
2. ____ Different educational program
3. ____ Individual tutoring
4. ____ Psychological referral
5. ____ Referral to social worker
6. ____ Other ____________________ (specify)
7. ____ No special effort was made

YOUR WORK EXPERIENCE

H. HOW MANY JOBS HAVE YOU HAD SINCE LEAVING SCHOOL?

1.____ One 2.____ Two 3.____ Three 4.____ Four or more

5.____ None (if none, skip to Item "K")

6. Name of Most Recent Employer ______________________________

7. Address ______________________________ Zip __________

8. Your Job Title ______________________________

Your Average Weekly Pay (Before Taxes): 9.____ under $50 10.____ $50 - $74

11.____ $75 - $99 12.____ $100 - $124 13.____ $125 - $149 14.____ $150 or over

May we contact your employer about your job success? 15.____ Yes 16.____ No

I. WHAT ANSWER BEST TELLS HOW YOU GOT YOUR FIRST JOB AFTER LEAVING SCHOOL?

1.____ Thru school co-op program

2.____ Thru occupational teacher

3.____ Thru school counselor

4.____ Thru occupational specialist

5.____ Thru other school personnel

6.____ Private employment agency

7.____ State employment agency

8.____ Thru parent or relative

9.____ Thru family or personal friend

10.____ On my own, without anyone's help

J. HOW MANY WEEKS AFTER SCHOOL DID YOU START YOUR FIRST JOB?

1.____ Immediately

2.____ 1 - 2 weeks

3.____ 3 - 4 weeks

4.____ 5 - 6 weeks

5.____ 7 - 8 weeks

6.____ 9 - 10 weeks

7.____ 11 - 12 weeks

8.____ 13 - 14 weeks

9.____ 15 - 16 weeks

10.____ More than 16 weeks

FURTHER EDUCATION

K. IF YOU HAVE BEEN ENROLLED IN AN EDUCATIONAL OR TRAINING PROGRAM SINCE LEAVING THE PUBLIC SCHOOL SYSTEM OF DUVAL COUNTY, PLEASE COMPLETE THE FOLLOWING:

1. Institution ______________________ 2 Program of Study ______________

Did you or do you plan to finish your program? 3.____ Yes 4.____ No

Do you have any plans for additional schooling? 5.____ Yes 6.____ No

L. PLEASE LIST ANY COMMENTS YOU MAY HAVE REGARDING THE EDUCATIONAL PROGRAMS IN DUVAL COUNTY.

____

____

____

____

____

THANK YOU FOR YOUR COOPERATION.
PLEASE RETURN THIS FORM IN THE ENCLOSED PRE-ADDRESSED ENVELOPE. NO POSTAGE IS NECESSARY

ADULT AND VOCATIONAL GUIDANCE

Pinellas County, Florida

INDIVIDUAL PUPIL DROP-OUT REPORT

Name ______________________ Grade _____ School ______________________

Date of Withdrawal __Month __Day __Year Date of Birth __Month __Day __Year

Social Security Number ____ ____ ____ Male ___ Female ___ Race (if known) ___

---

1. REASONS/CAUSES FOR DROPPING OUT Check Appropriate Items

__01 No show
__02 Medical
__03 Court action
__04 Armed services
__05 Married
__06 Pregnancy
__07 Nonattendance/ lack of interest
__08 Failed State Assessment Test
__09 To work
__10 Attend evening school
__11 Failing, poor grades
__12 Suitable program not available
__13 Inability to adjust to school
__14 Over age in school
__15 Discipline problems
__16 Needed at home, hardship
__17 Deceased
__18 Left school, whereabouts unknown
__19 Homebound
__20 Early dismissal/ exams
__21 Special programs
__22 Lack of transportation
__23 Applied to take GED (secondary only)
__30 Other
__31 Parental influence
__32 Poor pupil/staff relationship
__33 Poor pupil/pupil relationship
__34 Close friend out of school

---

2. SPECIAL EFFORTS MADE BY SCHOOL

__01 Referred to counselor
__02 Work-Study program
__03 Modified program
__04 Tutoring
__05 Referred to psychologist
__06 Referred to social worker
__07 None
__08 Other (see Comments)

3. WOULD STAY IN SCHOOL, IF?

__01 Work-Study
__02 Financial aid
__03 More guidance
__04 Different course
__05 Individual tutoring
__06 Under no condition
__07 Other (see Comments)

---

4. FUTURE PLANS

___01 Armed services
___02 Evening high school
___03 Vocational/technical school
___04 Return later
___05 Undecided
___06 GED
___07 Working
___Other (see Comments)

5. WHOSE IDEA TO LEAVE SCHOOL

___01 Pupil's
___02 Parent's/Guardian's
___03 Relative's
___04 School's
___05 Friend's

6. ATTITUDE OF PARENT

___ Encouraged leave
___ Indifferent
___ Encouraged stay
___ Unknown

COMMENTS:

Confidential

VALENCIA COMMUNITY COLLEGE
NON-RETURNING STUDENT FOLLOW-UP

Name and Address Correction

____

____

____

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

PLEASE CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR ANSWER (i.e. 1 ② 3 4)

SECTION A EVERYONE SHOULD COMPLETE THIS SECTION	For Office Use
1. What was your major/program at our college? (specify) ____________	16
2. What was your primary objective in attending VCC? 1. Exploration of new career or academic areas 2. Preparation for immediate entry into a career 3. Preparation for transfer to a four-year institution 4. Update skills for a job currently held 5. Interest and self-enrichment 6. Other (specify) ____________	17
3. To what extent has this objective been completed? 1. Fully completed 2. Partially completed 3. None completed	18
4. Did you attend day or night courses? 1. Day 2. Night 3. Both, Day and Night	19
5. Approximately how many credit hours have you completed at VCC? 1. None 4. 25 - 36 7. 61 - Up 2. 1 - 12 5. 37 - 48 3. 13 - 24 6. 49 - 60	20
6. What was your cumulative grade point average? 1. 3.5 - 4.0 3. 2.5 - 2.9 5. 1.9 - 0 2. 3.0 - 3.4 4. 2.0 - 2.4	21
7. What was the principle reason for your not returning to VCC? 1. Lacking interest 2. Major or courses not available at VCC 3. Found courses too difficult 4. Transferred to another college 5. Conflict between job and studies 6. Found job related to courses completed and didn't need further studies 7. Financial reasons	22-23

7. continued,

8. Moved out of the area
9. Personal problems
10. Fulfilled my personal goals in schooling
11. Transportation problems
12. Others (specify)____

24-39

8. Please indicate your degree of satisfaction with the following aspects of VCC based on your experience. Circle the number which represents your response.

1. Very Satisfied
2. Satisfied
3. Dissatisfied
4. Very dissatisfied
5. No basis for opinion

1.	Admission procedures	1	2	3	4	5
2.	Counseling/guidance services	1	2	3	4	5
3.	Placement Tests (Assessment)	1	2	3	4	5
4.	Student orientation and advising	1	2	3	4	5
5.	Registration procedures	1	2	3	4	5
6.	Financial Aid services	1	2	3	4	5
7.	Veteran services	1	2	3	4	5
8.	Health services	1	2	3	4	5
9.	Course offerings	1	2	3	4	5
10.	Instructor academic advisement	1	2	3	4	5
11.	Course content in your major field of study	1	2	3	4	5
12.	Instructors interest in and accessibility to students	1	2	3	4	5
13.	Classroom instruction in your major field of study	1	2	3	4	5
14.	Classroom/laboratory facilities	1	2	3	4	5
15.	Learning Resource Center (library services, learning labs)	1	2	3	4	5

40

9. What are your current educational plans?
   1. Have transferred to another college
   2. Plan to transfer to another college
   3. Plan to return to VCC in the future
   4. Have achieved my educational goal prior to earning a degree or certificate
   5. Have not achieved my educational goal and do not plan to continue my education

41

10. If you are not currently attending school, what are your future educational plans?
    1. Plan to transfer to another college
    2. Plan to return to VCC in the future
    3. Have achieved my educational goal prior to earning a degree or certificate
    4. Have not achieved my educational goal and do not plan to continue my education

42

11. What is your current employment status?
    1. Employed (Includes all employment, even if below your qualifications; does not include full-time military service.)
    2. Employed (Full-time military service)
    3. Unemployed (Not employed, but actively seeking employment)
    4. Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

For Office Use

SECTION B IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE COMPLETE THIS SECTION

12. Please provide the following information on your job: 43-44

A. NAME OF COMPANY OR FIRM (If self-employed, please write self)

Company or Firm Mailing Address

City State Zip Code

Your immediate Supervisor's Last Name First Name Middle Initial

B. PRESENT JOB INFORMATION:

JOB TITLE____________________

JOB DUTIES____________________

13. A. Is this job related to your field of vocational training? 45-46
   1. Yes, it is directly or closely related
   2. No, it is only remotely related or is not related at all.

   B. If your present job is related to your field of vocational training, may we have your permission to contact your employer to evaluate the program you completed?
   1. Yes 2. No

14. What is your current salary before deductions? (Do not add in overtime) 47-51

$____________ per ____________

15. The salary in the preceding item is based on how many hours per week employment? 52-53

____________ hours per week

16. When did you begin working for your present employer? 54
   1. Before enrolling at VCC
   2. After enrolling at VCC
   3. After leaving VCC

17. In what way did the course(s) taken at our college help you in relation to your job? (MARK ONE) 55

1. Helped to obtain job
2. Helped performance on present job
3. Helped advance on present job
4. Other (describe) ____________________

18. How would you rate the training you received at our college in relation to its usefulness to you in performing your job? 56

1. Excellent   2. Adequate   3. Inadequate

SECTION C IF YOU HAVE ATTENDED ANOTHER COLLEGE SINCE LEAVING VCC, COMPLETE THIS SECTION

19. A. What is the name and location of the college? 57-59

____

Name   Location

B. Are you currently enrolled ?

1. Yes   2. No

20. What is/was your cumulative grade point average at the college named above? 60

1. 3.5 - 4.0
2. 3.0 - 3.4
3. 2.5 - 2.9
4. 2.0 - 2.4
5. 1.9 - below

21. Was the course(s) you completed at VCC related to your major/program of further education? 61

1. Yes, very much   2. Yes, somewhat   3. No

22. How do you rate the education you received at VCC in preparation for your further education? 62

1. Excellent
2. Good
3. Fair
4. Poor

SECTION D COMMENTS 63-64

23. Open comments and suggestions. Please make comments and suggestions that you feel will help Valencia do a better job serving students.

____

____

____

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

APPENDIX F

SAMPLE EMPLOYER QUESTIONNAIRES

District Code No.____________ Student ID No.____________

FOLLOW—UP SURVEY OF EMPLOYERS OF FORMER VOCATIONAL STUDENTS

Employee's Name:______________________________ Social Security Number:______________________.

TO THE EMPLOYER:

We need your help in the evaluation of vocational education programs in Florida. Permission to contact you has been granted by the individual listed above.

Please take a few minutes to complete the items on the sheet, and return in the pre-addressed stamped envelope. Check (x) the box for each item which best answers each question. Thank you.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Division of Vocational Education
Florida Department of Education

---

1. Is the above named person presently in your employ?
☐ Yes (If yes, go to question 3.) ☐ No

2. If no, was this person ever employed by your organization?
☐ Yes ☐ No (If no, please return form in pre-addressed envelope. Thank you.)

3. What is the quality of this person's work?
☐ Excellent ☐ Above Average ☐ Average ☐ Below Average ☐ Unsatisfactory

4. In your opinion, how would you rate the technical training of this person for entry level employment?
☐ Excellent ☐ Above Average ☐ Average ☐ Below Average ☐ Unsatisfactory

5. Please rate this employee on his or her ability to follow prescribed work procedures:
☐ Excellent ☐ Above Average ☐ Average ☐ Below Average ☐ Unsatisfactory

6. Please rate this employee on his or her adaption to different work assignments:
☐ Excellent ☐ Above Average ☐ Average ☐ Below Average ☐ Unsatisfactory

7. Please rate this employee on his or her reaction to constructive criticism:
☐ Excellent ☐ Above Average ☐ Average ☐ Below Average ☐ Unsatisfactory

8. Please rate this employee on his or her ability to work well with others:
☐ Excellent ☐ Above Average ☐ Average ☐ Below Average ☐ Unsatisfactory

9. What is your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?
☐ Excellent ☐ Above Average ☐ Average ☐ Below Average ☐ Unsatisfactory

10. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?
☐ No basis for comparison ☐ Both are about the same
☐ Individual is better prepared ☐ Individual is less prepared

11. The individual or agency that assisted me in finding this employee was: (Check ALL that apply.)
☐ Vocational teacher, supervisor or cooperative education coordinator
☐ School guidance counselor or occupational placement specialist
☐ Private employment agency
☐ CAPS (Computer Assisted Placement System)
☐ State employment agency
☐ Friend or relative of employee
☐ Direct application by employee
☐ Other (specify)______________________________
____

12. If and when the need arises, I would be willing to hire additional employees who complete the same or similar vocational training programs:
☐ Yes ☐ No

13. Remarks:______________________________
____
____
____
____

DVE 434
Exp. 11/30/80

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

FLORIDA KEYS COMMUNITY COLLEGE

NAME ____________________

I.D. ____________________

PROGRAM TITLE ____________________

EMPLOYER FOLLOW-UP FORM

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the federal government.

1. **VOCATIONAL TRAINING EVALUATION**

Please rate the vocational training received by the individual in the following areas:

	VERY GOOD	GOOD	NEUTRAL	VERY POOR	POOR
a. Technical knowledge	___	___	___	___	___
b. Work attitude	___	___	___	___	___
c. Work quality	___	___	___	___	___

2. **OVERALL RATING**

What is your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?

VERY GOOD	GOOD	NEUTRAL	VERY POOR	POOR
___ (5)	___ (4)	___ (3)	(2) ___	___ (1)

3. **RELATIVE PREPARATION**

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

___ No basis for comparison
(5) ___ Individual is better prepared
(3) ___ Both are about the same
(1) ___ Individual is less prepared

Any comments concerning the training involved in this program are welcome:

____
____
____
____

SANTA FE COMMUNITY COLLEGE **GRADUATE FOLLOW-UP STUDY 1979-80**

NAME: ______________________________

PROGRAM TITLE: ______________________

I. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	☐	☐	☐	☐	☐
b. Work attitude	☐	☐	☐	☐	☐
c. Work quality	☐	☐	☐	☐	☐
	(5)	(4)	(3)	(2)	(1)

The following questions seek more detailed information covering the individual's performance as it relates to his or her *vocational training:*

1. Were the beginning skills of this individual adequate for the job?

   a. ____Yes b. ____No

2. Was this individual trained to follow prescribed work procedures?

   a. ____Yes b. ____No c. ____Occasionally

3. Was this individual trained to adapt to new or different working conditions?

   a. ____Yes b. ____No

4. Does this individual's training allow them to perform with the minimum supervision expected for the job?

   a. ____Yes b. ____No

II. OVERALL RATINGS

What is your *overall* rating of the vocational training received by this individual as it relates to the requirements of his or her job?

Very Good	Good	Neutral	Poor	Very Poor
☐	☐	☐	☐	☐
(5)	(4)	(3)	(2)	(1)

A. Is there any specific *LACK* in this individual's training that you feel is particularly significant?

1. ____Yes (if yes, please comment)______________________________

   ____

   ____

   ____

   (Please use back of form if necessary)

2. ____No

B. Is there any specific thing in his or her training that you feel is particularly outstanding?

1. ____Yes (if yes, please comment) ______________________________
____
____
____
(Please use back of form if necessary)

2. ____No

III. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her prepration in relation to other employees in his or her work group who did not receive such training?

____No basis for comparison
(5) ____Individual is better prepared
(3) ____Both are about the same
(1) ____Individual is less prepared

A. How would you compare the training of those employees trained elsewhere to the training of your employees from Santa Fe?

1. ____No basis for comparision
2. ____Santa Fe's training is better (please explain how) ______________________________
____
____
3. ____About the same
4. ____Training from other source is better (please explain how) ______________________________
____
____

B. Is this the first time you've employed a SFCC graduate?

1. ____Yes (if yes, please give reason:) ______________________________
____
____
2. ____No

C. Would you hire a Santa Fe graduate in the future?

1. ____Yes
2. ____No (if no, please give reason:) ______________________________
____
____

D. What are your other sources of trained employees who perform the same job?

1. ______________________________

2. ______________________________

3. ______________________________

Please use this space for any other comments. Thank you for your assistance.

EMPLOYER FOLLOW-UP FORM

NOTE: This report is authorized by law (20) USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal goverment.

NCES Form 2404-6